

3608042569

Brown file



Notice and Consent for Evaluation/Assessment

PURPOSE: To provide prior written notice to the parent(s) when an evaluation/assessment is being proposed and to obtain parental consent to conduct the evaluation/assessment being proposed.

CHILD'S NAME	DOB	FAMILY RESOURCES COORDINATOR
	6-21-2012	Joyce Wilson, M.Ed.
	1000000	3, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

REASON FOR NOTICE

The ESIT is required to provide you with prior written notice within a reasonable time before conducting evaluation and assessment activities. It is required that you give informed, written consent for these activities through your signature below. The purpose of evaluation and assessment is to obtain information about your child; provide your family with additional information about your child's development; identify the unique strengths and needs of your child and services that may be appropriate to meet those needs; determine whether your child remains eligible for the ESIT program; and if your child remains eligible, with your agreement and participation, develop or modify a written Individualized Family Service Plan (IFSP). This is your statement of that notice.

"Consent" means that: (1) You have been fully informed of all information relevant to the activity(ies) for which consent is sought in your native language or mode of communication including sign language, Braille, or oral communication as appropriate. (2) that you understand and agree in writing to the carrying out of the activity(ies) for which consent is sought; (3) the consent describes the activity(ies) and lists the early intervention records (if any) that will be released and to whom they will be released; and (4) the granting of your consent is voluntary and may be revoked in writing at any time. If you revoke consent, it is not retroactive (it does not apply to an action that occurred before the consent was revoked).

ACTION PROPOSED

An evaluation and assessment will be conducted by at least two qualified individuals from different disciplines (or one qualified professional from two disciplines) in accordance with ESIT program policies and procedures. Your participation as a member of the evaluation team is strongly encouraged. You know your child best and can provide important information about your child. The evaluation and assessment is a comprehensive view of how your child is doing in the areas of cognitive, gross motor, fine motor, communication, social-emotional, and adaptive development, as well as vision and hearing. The results indicate how your child is doing in all of these areas and if your child continues to be eligible for ESIT services.

DESCRIPTION

The evaluation proposed will include multiple procedures, including administration of an evaluation instrument, taking the child's history, interviewing the parent(s), gathering information from other family members, caregivers, medical or other professionals and reviewing medical, educational or other records. The proposed assessment procedures will determine your child's unique strengths and needs and appropriate early intervention services. Assessment will include: a review of evaluation results; personal observations of the child, identification of the child's needs in each developmental area through the use of formal and informal assessment procedures. ESIT providers will talk with you about the methods they will use for this evaluation and assessment. The evaluation and assessment will be provided at no cost to you. The results are kept in your child's early intervention record. No information about the evaluation/assessment will be shared with anyone or any agency outside of the ESIT program unless you provide written consent to do so. The IFSP team will determine whether or not your child continues to be eligible for ESIT services and will provide prior written notice, including your right to dispute the eligibility determination.

ACKNOWLEDGMENT AND STATEMENT OF CONSENT

I have received a copy of my rights and procedural safeguards under Part C of IDEA (Early Support for Infants and Toddlers program, Individuals with Disabilities Education Act (IDEA) Part C Procedural Safeguards [Parent Rights]) with this notice.

Parent Initials

These rights and procedural safeguards have been explained to me and I understand them. I understand that my consent is voluntary and that I can choose, at any time, not to have my child evaluated/assessed even after signing this form. I understand that if I choose not to consent to this evaluation or assessment, my child will not be evaluated or assessed.

	ĠI do	□l do not	give my informed	consent for ESIT	to corny out th	o cathyltyfol dooc	shed above	1
								DATE
								9-5-12
	Receiyed	i bylName/	Ntle/Agency					DATE
ŀ	00	yre b	Velson		Birth to Three	Coordinator, Mor	roe Public Schools	9-5-2012
		71						



Authorization for Release of Records

PURPOSE: As a parent, you have the right to give permission or not give permission for the release of your child's records to other persons or agencies. This request provides you with the opportunity to approve or not approve such a request unless release of records is allowed under one of the exceptions under the rules in Part C of the Individuals with Disabilities Education Act (IDEA) and the Family Education Rights and Privacy Act (FERPA).

CHILD'S NAME	-		DAI	E Canaary	<u> </u>
CHILD'S DOB	6-21-2012	scноо	L DISTRICT	Monroe Public Sc	hools #103
THE ESIT PROGR check one or more Determinin Identifying Sharing ev	ng eligibility for the ESIT particles appropriate early interver valuation/assessment resubcity) Famuly will be	ogram Ition services through	the IFSP processes Snohemu's/y	S	
_ Joyce W	itson, M.Ed./Monroe Public	Schools and	Monica Con	nish, M.Ed./Snohomish	School District
	200 E. Fremont Street				
·	Monroe, WA 98272				-
360	0-804-2606 (p) 360-804-2	569	360-563-4608 ((p) 360-563-4604 (f)	
☐ Health info ☐ Evaluation ☐ Mental hea	alassessment results alth information evelopmental information gress notes	LUDE (check all that	apply):		
provisions of both	this information obtained w Part C of IDEA and FERP scept in limited circumstan	A. IDEA and FERPA			
	ME FRAME APPLIES: ion is valid for one year. S	Specify end date:			
This authorizat	ion is valid from:	1-7-2013 Date	to 4-	End Date 7 - ユロIろ Date	
	ny consent for the release of ent. it does not apply to infor				



Snohomish School District, Snohomish, WA 98290

Authorization for Release of Records

		T/GUARD	
AGENCY ON	Ohon	LISH S.D FRC	Honica Lornish
I HEREBY AUTHORIZE THE EXCHANGE OF INFORM THE ESIT PROGRAM AND THE AGENCIES/PERSON (check one or more):	MATION OI	RALLY, IN WRITING O BELOW FOR THE FOI	R ELECTRONICALLY BETWEEN LLOWING PURPOSE(S)
Determining eligibility for the ESIT program			
Identifying appropriate early intervention service	ces through	the IFSP process	
Sharing evaluation/assessment results and all			
Other (specify)			
Sherwood Exit	and	HONICH LC	PN1817
Name of agency/person		Name o	l agency/person
425 334 40+1 Street Address	_	Snoh. Sil	Street Address
Glice. Abbrede		360 563	t608 phone
City, State, Zip		360 563 4	City, State, Zig 1004 tax
Name of agency/person	_ and	0	me of agency/person
360 804 2606	_		
Street Address Street Address			Street Address
City, State, Zip	-		City, State, Zip
THE RECORDS TO BE EXCHANGED INCLUDE (che	ck all that	apply):	
Medical/Health information			
Evaluation/assessment results			
Mental health information			
Current developmental information			
IFSPs/Progress notes			
r r unner (specity)			
Other (specify) 1 understand that this information obtained will be treated provisions of the Family Education Rights and Privacy information without consent except in limited circumsta	Act (FERP	fidential manner by the l A). FERPA prohibits dis	closure of personally identifiable
I understand that this information obtained will be treate provisions of the Family Education Rights and Privacy	Act (FERP	A). FERPA prohibits dis	closure of personally identifiable
I understand that this information obtained will be treate provisions of the Family Education Rights and Privacy information without consent except in limited circumsta	Act (FERP)	A). FERPA prohibits dis	closure of personally identifiable
I understand that this information obtained will be treated provisions of the Family Education Rights and Privacy information without consent except in limited circumstation NOTE WHICH TIME FRAME APPLIES: This authorization is valid for one year. Specify end	Act (FERP)	A). FERPA prohibits dis	ate
I understand that this information obtained will be treated provisions of the Family Education Rights and Privacy information without consent except in limited circumstated NOTE WHICH TIME FRAME APPLIES: This authorization is valid for one year. Specify end the Date Date	Act (FERP)	A). FERPA prohibits dis	closure of personally identifiable
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The Department of Early Learning, Washington Early Support for Infants and Toddlers (ESIT) Program



Authorization for Release of Records

PURPOSE: As a parent, you have the right to give permission or not give permission for the release of your child's records to other persons or agencies. This request provides you with the opportunity to approve or not approve such a request unless release of records is allowed under one of the exceptions under the rules in Part C of the Individuals with Disabilities Education Act (IDEA) and the Family Education Rights and Privacy Act (FERPA).

	won ragin	and Frivacy Act (F	ERPA).	
	×	DATE	January	2013
	schoo	L DISTRICT	Monroe Public Scho	
I HEREBY AUTHORIZE THE EXCHANG THE ESIT PROGRAM AND THE AGEN (check one or more): Determining eligibility for the ES	Ciesipersons Listel	RALLY, IN WRITIN BELOW FOR THE	C OR ELECTROMICAL	I V DEDMERN
U Identifying appropriate early inte Sharing evaluation/assessment Other (specify) <u>- famuly will</u>	rvention services through results and progress not	Snohomi'sh	<u> </u>	
Joyce Wilson, M.Ed./Monroe Pr	ublic Schools end	Monica Comis	h, M.Ed./Snohomish Scl	100l District
200 E. Fremont Stre	et			
Monroe, WA 98272	2			
360-804-2606 (p) 360-804	1-2569	380-563-4608 (p) 3	360-563-4604 (f)	
☐ Health Information ☐ Evaluation/assessment results ☐ Mental health information ☐ Current developmental informatio ☐ IFSPs/Progress notes ☐ Other (specify)	n			
I understand that this information obtained provisions of both Part C of IDEA and FE without consent except in limited circumst	RPA. IDEA and FERPA	idential manner by N prohibit disclosure o	fonroe Public Schools u f personally Identifiable i	nder the nformation
NOTE WHICH TIME FRAME APPLIES: This authorization is valid for one year.	Specify end date:			
This authorization is valid from:	1-7-2013 Date	to <u>4-7-</u>	Dale Dale	
I understand that my consent for the release withdraw my consent, it does not encly to inf	of records is voluntary an formation that has already	d I can withdraw my d been provided under	consent at any time in writ the prior consent for relea	ing. Should I



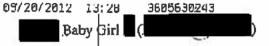
Birth-to-Three Program Monroe Public Schools 200 E. Fremont Street Monroe, WA 98282 360-804-2606 (p) 360-804-2569 (f)

Date: To:	November 6, 2012 Dr. Jacobs/Everett Clinic at Lake Stevens Joyce Wilson, M.Ed.
From: Regarding:	DASE AARROLL F. HEROL
Your patient, need for early services due to	is being evaluated to determine eligibility and intervention services. The team feels this child is in need of early intervention to the diagnosis of Down Syndrome.
if you agree w This diagnosis	vith this information please sign below and fax this form to me at 360-804-2569. I will support the child's eligibility and need for early intervention services.
if you have ar	ny questions please call me at 360-804-2606.
l agree and collisted above.	is in need of early intervention services due to the diagnosis
Dr. Edward	acobs/the Byeratt Clinic at Lake Stevens
Comments:	

Attached: Mutual Exchange of Confidential Records/Patient Health Information

CLASSIC

PAGE 02/02



Results History CHROMOSOME ANALYSIS, PERIPHERAL BLOOD COMPLETE (Order 100314206)

Entry Information							
Entry Date and Time 6/27/2012 8:10 PM		Status result		Entered by INTF, LCLAE	BIN		
Component Results							
Component SPECIMEN TYPE	Value Comment:	Flag	Low	High	Units	Status Final	
COMMENT CORD BLOOD CELLS COUNTED	15		. ·	0 8		Élnal	
CELLS ANALYZED	5	ii)		• 9		Final	40
CELLS KARYOTYPED	2			30 NG .	100 E	Final	
GTG BAND RES.	500			6		Final Final	
CYTOGENETIC RESULT	Comment:					LIUSI	
47,XX,+21	Comment:					Final	
Comment:							
Cytogenetic and revealed a FEMALE I banded metaphases a bown syndrome. Some syndrome are hypotocrease, epicanthal flat mape of mack. Genetic counse DIRECTOR REVIEW Comment: Hibs Ristleg, PhD., FACM	caryotype with analyzed. This of the pheronia, round if folds, small cling is recomment.	th TRISOMY is result notypic ma flat face, aaxs, me numerided.	is consultation is consultation in the consult	all GTG sistent wit ations of t palmar	his	Final	
Result Narrative	245 000000 00						
173-172-6008-0, 12-2: Entry Information	446 CORDBLOO	J					
Entry Date and Time 6/21/2012 12:58 PM	Lab S In pro			Entered by INTF, LCLAB	IN		

FAMILY RESOURCES COORDINATOR

Joyce Wilson, M.Ed.



Parent Prior Written Notice

PURPOSE: To provide the parent with prior written notice before the ESIT program takes an action or refuses to take an action in order to give the parent the opportunity to consider the action and request dispute resolution if they disagree with the ESIT program decision.

		9-17-2012				
efusing t	F program is required to provide you with prior written notice within a reasonable time to initiate or change the identification, evaluation, or placement of your child or the prion services to your child or family. This is your statement of that notice. Please che	before proposing or ovision of appropriate ear				
	Your child does not need an evaluation and assessment and you have not requeste assessment.	ed an evaluation and				
X	Your child is eligible for the ESIT program, and a meeting is needed to develop you	r child's inItial IFSP.				
	Your child is not eligible for the ESIT program.					
	A meeting to develop the annual Individualized Family Service Plan (IFSP) is neede	ed.				
	A meeting to revise or review the Individualized Family Service Plan (IFSP) is need	ed.				
	A transition planning conference is being convened with your approval.					
	Other (describe)					
Reasons decision	s why this action(s) is being proposed or refused including a description of information (i.e., evaluation/assessment results, reports, records, etc):	ni used to triake this				
Reasons decision	s why this action(s) is being proposed or refused including a description of information (i.e., evaluation/assessment results, reports, records, etc): PARENT(S) ACKNOWLEDGMENT	n used to triake this				
decision	(i.e., evaluation/assessment results, reports, records, etc):					
Notice by	PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, reports, records, etc): PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, reports, records, etc):					
Notice in by Joyce You re Name: J	PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, reports, records, etc): PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, records, evaluation/asse					
Notice to by Joyce □ You r Name: J	PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, reports, records, etc): PARENT(S) ACKNOWLEDGMENT (i.e., given in person in mailed on 9-17-30(2) (date) (i.e., wilson, M.Ed., Coordinator Birth-to-Three Program/Monroe Public Schools. (i.e., evaluation/assessment results, reports, records, etc): (i.e., evaluation/assessment results, reports, records, evaluation/assessment results, records, evaluation/assessment results, records, rec					
Notice is by Joyce You re Name: Jeducation right to the property of the prope	PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, reports, records, etc): PARENT(S) ACKNOWLEDGMENT (i.e., evaluation/assessment results, records, evaluation/asse	als with Disabilities formation, you have the ed or refused action(s).				



Confirmation of Individualized Family Service Plan (IFSP) Schedule

PURPOSE: To provide a written meeting notice for the Initial IFSP meeting, each IFSP review, and annual IFSP meeting to the parent(s) and other IFSP team members to facilitate their participation.

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			FAMILY RESOURCES CO	
			Joyce Wilso	<u>n</u>
			7~	12-2012
	41	-14		12 2012
Dear: I would like to confirm the IFSI scheduled at the convenience	r team meening/review scae of your family and may be n	oule previously discussed escheduled if needed. Th	for your child. The IFSP team e IFSP meeting/review has be	ı meeling/review has been en scheduled for:
Santember	17 2012	21001	your he	mu .
Date	Time		Location	
THE TYPE OF MEETING TO	itial Individualized Family S			
a meeting to develop the ar	nual Individualized Family	Service Plan (IFSP)		
meeting to revise or revie	w the Individualized Family	/ Service Plan (IFSP)		
Transition Planning Confe	erence			
As we have described, the pito develop a family plan which the team. An initial IFSP must this timeline to meet your fan be held to evaluate the IFSP Individuals who have been in present at the meeting/review meeting/review. You may investing/review. You may investing/review.	th includes outcomes, strates to be completed within 45 confly's needs. Thereafter, the and revise as necessary. Invited and will provide the law, but they will provide writing.	egies, services and sup alendar days from the ti e IFSP must be reviewe nformation to develop the ten or oral Information. A	porte determined appropriate me your child was referred to d every six months and an a se IFSP are listed below. The Alf of this information will be se	e for your child and family by o ESIT unless you extend innual meeting/review must ey may not actually be
NAMES (INDIVIDUAL AND/	OR PROVIDER AGENCY)		DISCIPLINE
Linda Perry	, Sherwood			PT
Susan Spark	's, Sherwood	Excel		_speech/feeding
Please call me if you ha	ive any questions abo	ut the above inform	nation or schedule.	
Sincerely,				
Joyce Wilson, M.E	id. 36	i0-804-260 6	wilsonj@monro	<u>e.wednet.edu</u>
cc; IFSP Team Members (list	ted abové) Note: Parents received a co	opy of this form by: 🚨 I	Mail 🔲 Hand Delivered	ı

Individualized Family Service Plan (IFSP) Monroe School District

Under Part C of IDEA, the IFSP is required to enhance the capacity of families to meet the needs of children birth to age three who have developmental delays or disabilities. Type and Date of IFSP: **Annual IFSP** ✓ Initial IFSP 09/17/2012 **IFSP Review** Interim IFSP I. Child and Family Information Child's Name: Gender: Male Female Date of Birth: Parent's/Guardian's Name(s): V No. Yes Surrogate Parent: Address(es): City/State/Zip: Work Home Ceil Fax Other Phone Number(s): Email Address(es): White Ethnicity: **V**No Family's Primary Language: English Is an Interpreter needed? Yes Monroe School District School District Service Area: Snohomish Who lives in your home? Describe previous developmental evaluations/assessments, early intervention and/or therapy ser (if any) There have been none. Family Resources Coordinator's Information Family Resources Coordinator's Name: Joyce Wilson Agency: Monroe School District Agency Address: 200 E. Fremont 200 E. Fremont City/State/Zip: Monroe, WASHINGTON 98272 Work ✓ Cell Phone Number: (360) 804-2606 Email Address: wilsonj@monroe.wednet.edu

I of 15

Referral and Medical/Health Information

Primary Care Information						
Primary Care Provider's Name:	none at this time	none				
Address:	1					
City/State/Zip						
Phone Number:	Fax:	Email Address	s:			
Child Health Information						
Summary of child's health status be (This includes child's birth history, medical hearing screenings, other developmental of the has a diagnosis of Trisomy 2	conditions or diagnose evaluations):	ertinent records s (i.e. allergies), illnesses, hospita nds 1 ounce at birth. She now w				
What else should the team know about your child's health so we can better plan and provide servies for your child and family? As per mom, has no heart or kidney issues.						
Where does your child spend the dawith you and the people they spend	ay? Who is involve	? How would you describe	your child's relationship(s)			
is at home during the day wi other kids. Family attends church on Sur		gs. She goes to Sky Valley Educ byful addition to our family.	ation Center with mom and the			
What are the things your child enjoy	/s most (including	oys, people, places, activitie	es, etc.)?			
is an infant so she enjoys being held, having other family members pay attention to her. She enjoys being nursed and her bottle.						
What does your family enjoy doing	together and why?	Who is involved? When doe	s this occur?			
Ve are a busy family with home schooling, church and kid activities.						
What activities and relationships are	going well?					
Feeding from the bottle is going well.	likes to be w	th her family and is very social.				
What, if any, routines and activities	do you find to be d	ficult or frustrating for you	or your child?			
st nursing. She only nurses when my milk lets down. I would like for her to nurse more.						

What are the activities and routines your family currently does not do because of your child's needs, but is interested in doing now or in the near future?
Just nursing more. Also, it looks like is going to be a tongue sticker outer. We would like to know how to help her not to do that.
Family Concerns, Resources, Priorities Family's concerns and priorities drive the development of IFSP outcomes. Family resources and supports are critical for supporting and enhancing desired changes and children's functioning and learning. Families should share only the information they are comfortable sharing.
Summary of Family Concerns: (based on challenges in everyday routines and activities)
Mom would like to have a better milk supply. In order for this to happen has to spend more time at the breast.
Little things are showing-up that we know are because of her low-tone. We want to do whatever we can do to help her progress and be as close to typical as possible.
Priorities of the Family: (based on concerns identified above)
That development be as close to typical as possible.
That we (mom, dad, and the older girls) learn how to work with her.
That she spend more time on the breast.
We will do whatever we can do to facilitate a good outcome for
Strengths, Resources that Family has to Meet their Child's Needs: (include family, friends, community groups, financial supports, etc. that are helpful to you)
There are no extended family members in the area. Family has a large church family and friends at the Sky Valley Education Center as well as close personal friends. Mom's best friend just has a baby and so they are both doing the new baby thing together. Father is a chiropractor and so knows and understands about physical and skeletal development.
In addition to the information you have already provided, do you have any additional concerns that you have not yet shared, or that others have shared with you about your child? Is there anything else you like to tell us that would be helpful in planning supports and services with you to address what is most important to your child and family?
left blank

III. Child's Present Levels of Development

Understanding a child's skills, as identified through evaluation and assessment (including observations, parent report testing), assists the team (including parents) in planning supports and services that enhance the child's learning.

Adaptive Feeding, eating, dressing, sleeping (ex., holds a bottle; reaches for toy, helps dress himself or herself) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.33 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 Cognitive Thinking and learning	f her intake from a bottle. Her mother pumps. Is milk lets down. She has a good suck when on the bottle and ding. Can sleep through the night but sometimes wakes-up
Feeding, eating, dressing, sleeping (ex., holds a bottle; reaches for toy, helps dress himself or herself) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.33 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 Cognitive Thinking and learning	milk lets down. She has a good suck when on the bottle and
(% of delay, standard deviation, age equivalent): Standard deviation: 0.33 Information Source (Instrument(s), Parent report, observation):	
(Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 Cognitive Thinking and learning has just begun to ba	ddress feeding at the breast.
Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 Cognitive Thinking and learning has just begun to ba when an object is placed in it bu	
Thinking and learning when an object is placed in it bu	
(ex., looks for dropped toy; pulls loy on a string; does a simple puzzle)	at at objects hanging from her baby gym. She closes her hand it does not yet maintain a grasp on an object. She brings her sen nursing from the bottle.
Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.00	
Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)	
Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012	
Expressive reacts to loud noises	s, when her mother begins to speak leading looks right at ers when they speak from across the room.
_ · Iner, she turns to look at her siste	an easy going baby. She smiles and coos.
Making sounds, gesturing, talking	
(ex., vocalizes vowels; points to	
objects to express wants; uses 2 or	
more words)	
Developmental Level	

(% of delay, standard deviation, age equivalent): Standard deviation: -0.27 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 see expressive communication Receptive Communication Understanding words and gestures (ex., looks when hears name; points to body parts and common objects when named; follows simple 1 & 2 step directions; understands simple words) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.27 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 brings her hands up to and "hold" her bottle. She is beginning to reach for and bat Physical: Fine Motor at toys hanging from her baby gym. Using hands and fingers (ex., reaches for and plays with toys; Early intervention services picks up raisin; strings beads) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.87 Information Source (instrument(s), Parent report, observation):

Developmental Assessment of Young Children (DAYC)

Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012

When lying on her tummy will stretch her legs. When lying on her back she will Physical: Gross Motor kick her legs reciprocally. will be lap. She has not yet attempted to roll-over. will bear some wight on her legs when held on an adult's Moving and using large muscles (ex., rolls from tummy to back; sits independently; walks holding on) Early intervention services to address low-tone issues Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.87 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 stops crying when picked-up. She does not become over impatient or distraught Social/Emotional when waiting for a bottle. She smiles and coos when "talked" to. _____ is very in-tune with her families voices and turns to them. She seems to know familiar voices verses mine--a Interacting with others (ex., smiles and shows joy; makes strangers. good eye contact; seeks help from familiar caregivers; takes turns; shares toys) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.27 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 can track smoothly across the horizon. She looks directly at a speaker's face. Vision (ex., passed an InfantSee exam if 12 mo, old or younger; visually tracks objects, attends to faces of familiar people, or shows other age appropriate visual behaviors.) Information Source (instrument(s), Parent report, observation):

Hearing

(ex., passed newborn hearing screen if 12 mo.old or younger; shows age appropriate speech/language and hearing development)

Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012

Developmental Assessment of Young Children (DAYC)

Mother reports that the man hearing was evaluated at Swedish, when she was a newborn, and the results were that she "passed." turns to the sound of her siblings talking in the kitchen when she is in the living room area. When being held by her mother, she turns to look at her mother speaking.

Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)
Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012
Initial Eligibility for Part C Services
The evaluation and assessment of each child and the determination of the child's initial eligibility for Part C early ntervention services must include the use of informed clinical opinion. Eligibility determination is a team decision.
Your child is eligible for Part C Services because he/she has (check one or more below):
A 1.5 standard deviation or 25% delay in development in one or more areas (check all that apply): Cognitive Physical: fine motor Physical: gross motor Adaptive
Social or emotional Expressive Communication Receptive Communication
Diagnosed condition(s) likely to result in developmental delay:
Down Syndrome
Informed Clinical Opinion (check if this is the only method used for determining eligibility)
Informed Clinical Opinion Summary:
has Trisomy 21. This diagnosis has a high probability rate of developmental delays, including low-muscle tone, possible speech and cognitive delays. Therefore, early intervention services are recommended.
Summary of Functional Performance
This section summarizes how a child uses skills in various domains to function across settings and situations. It provides information that assists the team (including the parents) in developing functional IFSP outcomes and strategies to meet hese outcomes and so progress can be monitored over time. This information also assists in the completion of the Child Dutcomes Summary information.
Positive Social/Emotional Skills (including social relationships): (relating with adults; relating with other children; following
rules related to groups or interacting with others)
Summary of Child's Functioning:
At 2 1/2 months of age, engages like other babies her same age. She looks at her mother while being fed. She smacks when hungry and gets a little agitated before she cries, but family tries not to let her get to that point. She turns towards a speaker. Is very easy going and does not complain or cry very much. Family is pleasantly shocked at how much engages.
Outcome Descriptor Statement:

Relative to same age-peers, has the skills that we would expect of her age in regard to Positive Social-Emotional Skills; however, there are concerns with how she does not protest very often.

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Acquiring and Using Knowledge and Skills (including early language/communication): (thinking, reasoning, remembering and problem solving; understanding symbols, understanding the physical and social worlds)

Summary of Child's Functioning:
At 2 1/2 months of age, has just begun to batt at objects hanging from her baby gym. She is comforted by her mother. She is a good nurser (from the bottle) is growing well and is healthy.
Outcome Descriptor Statement:
Aside from the concern regarding language nursing from the breast she is demonstrating skills expected of a child her age in the area of Acquiring and Using Knowledge and Skills.

Use of Appropriate Behaviors to Meet their Needs: (taking care of basic needs, e.g. showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, e.g., follows rules, assists with hand washing, avoids inedible objects (if over 24 months); getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.))

The third the transfer of the
Summary of Child's Functioning:
That lead control is not as good as her siblings was at this age.
Outcome Descriptor Statement (Select one):
At 3 months, shows occasional use of some age-expected skills, but has more skills that are younger than those expected for a child her age in the area of Taking Appropriate Actions to Meet Needs.

Date child outcomes descriptor statements were selected by the team:09/17/2012

Assessment Team

The following individuals particip	pated in the evaluation and	assessment		
Printed name and Credentials	Role/organization	Assessment Activities		
Linda Perry-S	Service Provider	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements		
Joyce Wilson	FRC	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements		
	Mother	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements		

• •
Family role in Child Outcomes Summary process(check only one):
✓ Family was present for the discussion and the selection of the descriptor statements
Family was present for the discussion, but not the selection of the descriptor statements
Family provided information, but was not present for the discussion
Family information on child functioning (check all that apply):
Received in team meeting Collected separately Incorporated into assessment
Not included (Please explain :)
IV. Functional IFSP Outcomes for Children and Families
functional outcomes must reflect the changes families would like to see happen for themselves and their children and be assed on family priorities and the developmental needs of the child.
Outcome # 1 Start Date: 09/21/2012 Target Date: 12/21/2012
What would your family like to see happen for your child/family?(The outcome must be functional, measurable and in the context everyday routines and activities.)
will completely empty both breasts, for three feedings during a 24 hour period, by December 21, 2012.
What's happening now related to this outcome? What is your family currently doing that supports achieving this outcome? Describe your child and/or family's functioning related to the desired change/outcome.)
from continues to pump but her milk supply is not coming in like it should because is not nursing well. She does when mom's milk let's down.
is getting-mother's milk-from another mother who has extra milk via the bottle.
What are the ways in which your family and team will work toward achieving this outcome? Who will help and what will they lo?(Describe the methods and strategies that will be used to support your child and family to achieve your outcomes within your daily ctivities and routines. List who will do what including both early intervention services and informal supports, including family members, friends, neighbors, church or other community organizations, special health care programs, parent education programs.)
nom and therapists will explore different position that may help to nurse longer.
eeding therapist will evaluate suck and suggest ways to improve and strengthen her suck.
low will we know we've made progress or if revisions are needed to outcomes or services?(What criteria [i.e., observable ction or behavior that show progress is being made], procedures [i.e., observation, report, chart], and realistic timelines will be used?)
lom's report.
herapist observation and documentation of management nursing skills.

How did we do?(Review of progress statement/Criteria for Success) Date:	
Explanations/Comments:	
Outcome # 2	Start Date: 09/28/2012 Target Date: 09/16/2013
What would your family like to see happen for your child/family?(The everyday routines and activities.)	e outcome must be functional, measurable and in the context
By February, will be clapping for herself, whenever praised	d by other family members.
By March, will be feeding herself finger foods and poking f hour period.	foods with her index finger, for two meals/snacks in a 24
By June, leaves will be turning when her name is called and play 4 our of 5 times.	simple games like peek-a-boo, when initiated by an adult
By next September, will walk holding onto furniture and w	alk holding onto an adult's hand, for at least 10 steps.
*all as reported by family and/or seen by therapist	
What's happening now related to this outcome? What is your family of (Describe your child and/or family's functioning related to the desired char	
They are seeking out early intervention services.	
What are the ways in which your family and team will work toward ac do?(Describe the methods and strategies that will be used to support your activities and routines. List who will do what including both early intervention members, friends, neighbors, church or other community organizations, sp	r child and family to achieve your outcomes within your daily on services and informal supports, including family
Mom, dad, and the other girls will learn the little steps nee ner own. Siblings are very interested and want to know what they can appropriate for her developmental level that can be done around every	
How will we know we've made progress or if revisions are needed to action or behavior that show progress is being made], procedures [i.e., obs	
Parent report	
herapist observation and documentation	
low did we do?(Review of progress statement/Criteria for Success)	

Explanations/Comments:	İ

V. Transition Planning

The Transition Plan outlines steps and activities to support children and families leaving early intervention at age three and transitioning to other community or school services.

	Andrew Street, Street, Street	
Role of Person Responsible	Date Initiated	Date Completed
The same of the sa	Person	Person Date

VI. Summary of Services

Services and supports are determined following the development of functional IFSP outcomes. They are designed to enhance the capacity of the family in supporting their child's development and to promote the child's learning and development through functional participation in family and community activities.

Oŭtcome #	Early Intervention Services	Frequency, and Length of Services	Intensity*	Methods	Setting	Natural Environment	Payment Arrangements (if any)	Start Date	End Date	Agency(les) Responsible
2	Physical Therapy	60 minutes, 1 times per Week		parent coaching some.one=on- one with	Home	Y	County Developmental Disabilities, IDEA, Part C, School District	09/28/2012	09/16/2013	Linda Perry- S
1	Speech/Lang uage Pathology	60 minutes, 1 times per Week	1	Initial feeding evaluation. Level of services to be determined. Could be one time every week or one time every two weeks.	Home	Y	County Developmental Disabilities, IDEA, Part C, School District	09/28/2012	12/21/2012	Susan Sparks-S

Documentation of discussions to reach consensus about services: (Include discussions about any services refused or declined, as well as any negotiations about frequency, intensity or method of service delivery.)

IFSP -

 ⁽I/G) Individual or Group are the possible values for intensity.

^{* (}Y/N) If setting is not a natural environment, complete the justification.

Other Services

These are additional services that your child and family are currently accessing, but are not entitled under Part C. Such additional services may include medical services such as well-baby checks, follow-up with specialists for medical purposes, etc.

Do y	ou or your child currently receive an	y of th	e following services?	ra is	
Check if applicable	Financial & Other Basic Assistance	Check if applicable	Health and Medical Services	Check if applicable	General Services
	Medicaid/Apple Health - child		WIC Nutrition Program		Early Head Start or Head Start
	Medicaid/Basic Health - parent		First Steps		Migrant Head Start - American Indian/Alaska Native Head Start
	Health Insurance - child		Immunizations (Baby Shots)		Child Care
	Health Insurance - parent		Family Planning Clinic		Home Visiting
	Medicaid Premium Payment Program		Well Child Care		Division of Developmental Disabilities (DDD, non-EIS services)
	Food Stamps		Children with Special Health Care Needs Program		Preschool
	Financial Assistance		Primary care - parent		Parent to Parent (P2P) referral
	SSI		Medical specialists (i.e. cardiology, neurology, etc.)		Washington State Fathers Network (WSFN) referral
	Child Care subsidies		EPSDT/Medicaid Health Check		Other general services:
	TANF		Dental care		
	Other financial services:		Indian Health Services		
			Other health services:		-T
	ments (include names, contact info			ervices	as appropriate):
33100	Other Service Prov		Steps to be Taken to I-		mily Access These Services or ces to be Used

IFSP -

VII. Natural Environment Justification

Children learn best through natural learning opportunities that occur in settings where the child and family normally participate. Early intervention supports and services must be provided in settings that are natural or typical for children of the same age (i.e., natural environments). If the team decides that the outcome cannot be achieved in a natural environment, a justification must be provided including why that decision was made and what we will do to move services and supports into natural environments as soon as possible.

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VIII. IFSP Agreement

Written, Prior Notice and Parental Consent for Provision of Early Intervention Services
Written Prior Notice:
Written prior notice must be provided to parents of an eligible child a reasonable time before the program proposes or refuses to initiate or change the identification, evaluation or placement of the child or the provision of appropriate early intervention service to the child and the child's family.
Action Proposed:
To initiate the services listed on the IFSP for which consent is provided, according to the Summary of Services.
Reasons for Taking the Action:
After discussing all assessment information, including family observations and their concerns, priorities and resources, the IFSP team, including the family, agreed on the early intervention services and other supports to be provided to achieve desired outcomes.
Action Refused (if any):
Reasons for Refusal (if action refused):
S .
Consent:
I participated in the development of this IFSP and I give informed consent for the Washington Early Support for Infants and Toddlers program and service providers to carry out the activities listed on this IFSP.
Consent means I have been fully informed of all information about the activities for which consent is sought, in my native language or other mode of communication; that I understand and agree in writing to the carrying out of the activities for which consent is sought; the consent describes the activities and lists of records (if any) that will be released and to whom; and the granting of my consent is voluntary and may be revoked in writing at any time.
I understand that I may accept or decline any early intervention service (except the required procedural functions under the regulations for Family Resources Coordination) and may decline such a service after first accepting it without jeopardizing any other early intervention service(s) my child or family receives through the Washington Early Support for Infants and Toddlers program. (NOTE: Complete the Declining One or More Early Intervention Services or Declining Participation in the ESIT Program form if appropriate.)
I understand that my IFSP will be shared among the early intervention providers and program administrators responsible for implementing this IFSP.
I have received a copy of Washington Early Support for Infants and Toddlers program, Individuals with Disabilities Education Act (IDEA) Part C Procedural Safeguards [Parent Rights] along with this IFSP. This information includes the complaint procedures and timelines I may use if I decide later that I disagree with any decisions. These rights have been explained to me and I understand them. 9-17-2012
S egai Guardian Surrogate Parent Date

Printed name and Credentials LLWDA PERBY F	Role/organization EXCEL Physical Therap	Signature	Date 20 9/17/1
Layee Wilson,	4. Ed. Monroe Public	Schools	9-17-2012

Printed name	and Credentials	Role/orga	nization	Conference	Call/Ity Writing
Susan	Sparks	Sherwood	EXCEL	speech	Leeding therap



Snohomish School District, Snohomish, WA 98290

Parent Prior Written Notice

PURPOSE: To provide the parent with prior written notice before the ESIT program takes an action or refuses	to take an action in order
to give the parent the opportunity to consider the action and request dispute resolution if they disagree with the	ESIT program decision.

		FAMILY RESOL	JRCES COORDINATOR	
		Honica	Lornish	
		-	DATE 5 6 13	
refusing to	program is required to provide you with prior written notice within a initiate or change the identification, evaluation, or placement of your services to your child or family. This is your statement of that no	ur child or the pro	before proposing or ovision of appropriate early	
	Your child does not need an evaluation and assessment and you hassessment.	nave not requeste	d an evaluation and	
\\	Your child is eligible for the ESIT program, and a meeting is needed to develop your child's initial IFSP.			
	Your child is not eligible for the ESIT program.			
1	A meeting to develop the annual Individualized Family Service Plan (IFSP) is needed.			
X	A meeting to revise or review the Individualized Family Service Pla	n (IFSP) is neede	ed,	
A	transition planning conference is being convened with your appro	oval.		
(Other (describe)			
decision (i	Reasons why this action(s) is being proposed or refused including a description of information used to make this decision (i.e., evaluation/assessment results, reports, records, etc):			
/ Yeurs	ring the IFSP for a new o	ustric	tand	
incl	sing the IFSP for a new ordrome			
	PARENT(S) ACKNOWLEDGMEN	T		
Notice	given in person a mailed on 5.6.13 (date) Title/Agency): MONICA CORNISH S	noh. S.I)	
☐ You rec	eived this notice by mail, please sign and return it to:	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Name:				
Address:	· · · · · · · · · · · · · · · · · · ·		<u></u>	
Act (IDEA)	includes a copy of the Early Support for Infants and Toddlers programers of the Part C Procedural Safeguards [Parent Rights]). As discussed in this ute resolution should you disagree with the above proposed or refuse.	information, you		
	ved a copy of the Early Support for Infants and Toddlers program, In C Procedural Safeguards [Parent Rights])along with this notice. This d it.			
·) SIGNATU	DA	5 6 14	
Attachment: Procedural S Note: Parents i	afeguards [F	abilities Education early intervention reco	n Act (IDEA) Part C	
	the binds			



Snohomish School District, Snohomish, WA 98290

Confirmation of Individualized Family Service Plan (IFSP) Schedule

Individualized]	Family Service Plan (IFSP) Schedule
	FAMILY RESOURCES COORDINATOR
	Lonice Lornish
	DATE
	5.5.13
would like to confirm the IFSP team meeting/licheduled at the convenience of your family ar	eview schedule previously discussed for your child. The IFSP team meeting/review has been id may be rescheduled if needed. The IFSP meeting/review has been scheduled for:
5.6 13	your home
	Time Location
HE TYPE OF MEETING THIS WILL BE IS	A
meeting to develop the initial Indi	vidualized Family Service Plan (IFSP)
meeling to develop the annual Inc	dividualized Family Service Plan (IFSP)
meeting to revise or review the In	dividualized Family Service Plan (IFSP)
Transition Planning Conference	
develop a family plan which includes outcome team. An initial IFSP must be completed is timeline to meet your family's needs. The held to evaluate the IFSP and revise as not be a facility or the second of the sec	evide the information to develop the IESP are listed below. They may not actually be
esent at the meeting/review, but they will peeting/review. You may invite anyone you	royide written or oral information. All of this information will be offered
EAM MEMDED	ROLE
EAM MEMBER	FRC/Ed
Monica Cornish	P.T.
Linda Perry	1 - 1 - 1
ease call me/us if you have any questions a	bout the above information or schedule.
Mou All Sh	360 563 4608 mondo. cornishas no wednet edu
IFSP Team Members (listed above)	Note: Parents received a copy of this form by: Mail Hand Delivered

Individualized Family Service Plan (IFSP) Snohomish School District

Under Part C of IDEA, the IFSP is required to enhance the capacity of families to meet the needs of children birth to age three who have developmental delays or disabilities. Type and Date of IFSP: Annual IFSP Initial IFSP 05/06/2013 IFSP Review Interim IFSP I. Child and Family Information Child's Name: Male V Female Date of Birth: Gender: Parent's/Guardian's Name(s): Surrogate Parent: Yes Address(es): City/State/Zip: Work Home Cell Fax Other Phone Number(s): Email Address(es): Family's Primary Language: English V No. ls an Interpreter needed? L Yes School District Snohomish School District Service Area: Snohomish Who lives in your home? Describe previous developmental evaluations/assessments, early intervention and/or therapy ser (if any) There have been none. Family Resources Coordinator's Information Family Resources Coordinator's Name: Monica Cornish Agency: Snohomish School District Agency Address: 1601 Ave. D 1601 Avenue D City/State/Zip: Snohomish, WASHINGTON 98290 Work Cell Phone Number: (360) 563-4608 Email Address: monica.cornish@sno.wednet.edu

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IFSP -

Refer	rral and Medical/Health I		
	Dr. Jacob		
	Primary Care Informat	ion (Lant)	
Primary Care Provider's Name:	none at this time none		
Address:			
City/State/Zip			
Phone Number:	Fax:	Email Address:	
	Child Health Informati	on	
hearing screenings, other developmental evalu	ditions or diagnoses (i.e. allergies) uations):	ds, illnesses, hospitalizations, medications, vision and birth. She now weighs 12 pounds 8 ounces.	
What else should the team know about child and family? As per mom, has no heart or kid		n better plan and provide servies for your	
pportunities that can support children's le	arning and development. Who is involved? How would	he team in identifying the numerous learning you describe your child's relationship(s)	
is at home during the day with her more and siblings. She goes to Sky Valley Education Center with more and the ther kids. Family attends church on Sunday.			
What are the things your child enjoys most (including toys, people, places, activities, etc.)?			
is an infant so she enjoys being had ner bottle.	held, having other family member	s pay attention to her. She enjoys being nursed	
Vhat does your family enjoy doing toge	ether and why? Who is involv	ed? When does this occur?	
Ve are a busy family with home schooling, cl	hurch and kid activities.		
Vhat activities and relationships are go	ing well?		
eeding from the bottle Is going well.	likes to be with her family an	nd is very social.	
Vhat, if any, routines and activities do y	ou find to be difficult or frust	rating for you or your child?	
ust nursing. She only nurses when my milk l	lets down. I would like for her to	nurse more.	

What are the activities and routines your family currently does not do because of your child's needs, but is interested in doing now or in the near future?

not to do that.
Family Concerns, Resources, Priorities Family's concerns and priorities drive the development of IFSP outcomes. Family resources and supports are critical for supporting and enhancing desired changes and children's functioning and learning. Families should share only the information they are comfortable sharing.
Summary of Family Concerns: (based on challenges in everyday routines and activities)
Mom would like to have a better milk supply. In order for this to happen has to spend more time at the breast.
Little things are showing-up that we know are because of her low-tone. We want to do whatever we can do to help her progress and be as close to typical as possible.
Priorities of the Family: (based on concerns identified above)
That development be as close to typical as possible.
That we (mom, dad, and the older girls) learn how to work with her.
That she spend more time on the breast.
We will do whatever we can do to facilitate a good outcome for I
Strengths, Resources that Family has to Meet their Child's Needs: (include family, friends, community groups, financial supports, etc. that are helpful to you)
There are no extended family members in the area. Family has a large church family and friends at the Sky Valley Education Center as well as close personal friends. Mom's best friend just has a baby and so they are both doing the new baby thing together. Father is a chiropractor and so knows and understands about physical and skeletal development.
n addition to the information you have already provided, do you have any additional concerns that you have not yet shared, or that others have shared with you about your child? Is there anything else you like to tell us that yould be helpful in planning supports and services with you to address what is most important to your child and family?

left blank

III. Child's Present Levels of Development

Understanding a child's skills, as identified through evaluation and assessment (including observations, parent report, testing), assists the team (including parents) in planning supports and services that enhance the child's learning.

Developmental Area	Description of Skills/Status (list child's skills in each developmental area/describe status; include information about sensory needs in each domain)
Adaptive Feeding, eating, dressing, sleeping (ex., holds a bottle; reaches for toy, helps dress himself or herself)	drinks about 75% of her Intake from a bottle. Her mother pumps. Is only able to nurse when mom's milk lets down. She has a good suck when on the bottle and drinks from 2-4 ounces at a feeding. It can sleep through the night but sometimes wakes-up for a bottle.
Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.33	Early intervention services to address feeding at the breast.
Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)	
Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012	
Cognitive Thinking and learning (ex., looks for dropped toy; pulls toy on a string; does a simple puzzle)	has just begun to bat at objects hanging from her baby gym. She closes her hand when an object is placed in it but does not yet maintain a grasp on an object. She brings her hands together on the bottle when nursing from the bottle.
Developmental Level (% of deley, standard deviation, age equivalent): Standard deviation: 0.00	Early intervention services
Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)	
Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012	
Expressive	reacts to loud noises, when her mother begins to speak looks right at
Communication	her, sne turns to look at her sisters when they speak from across the room. The has different cries, but in general is an easy going baby. She smiles and coos.
Making sounds, gesturing, talking	
ex., vocalizes vowels; points to	
objects to express wants; uses 2 or	
more words)	
Developmental Level	

(% of delay, standard deviation, age equivalent):

Standard deviation: -0.27

Information Source

(Instrument(s), Parent report, observation):

Developmental Assessment of Young Children (DAYC)

Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012

Receptive Communication

Understanding words and gestures (ex., looks when hears name; points to body parts and common objects when named; follows simple 1 & 2 step directions; understands simple words)

> Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.27

Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)

Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 see expressive communication

Physical: Fine Motor

Using hands and fingers (ex., reaches for and plays with toys; picks up raisin; strings beads)

> Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.87

Information Source (Instrument(s), Parent report, observation):

Developmental Assessment of Young Children (DAYC)

Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 brings her hands up to and "hold" her bottle. She is beginning to reach for and bat at toys nanging from her baby gym.

Early intervention services

When lying on her tummy, will stretch her legs. When lying on her back she will Physical: Gross Motor kick her legs reciprocally. will bear some wight on her legs when held on an adult's Moving and using large muscles lap. She has not yet attempted to roll-over. (ex., rolls from tummy to back; sits independently; walks holding on) Early intervention services to address low-tone Issues Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: -0.87 Information Source (Instrument(s), Parent report, observation): **Developmental Assessment** of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012 stops crying when picked-up. She does not become over impatient or distraught Social/Emotional when waiting for a bottle. She smiles and coos when "talked" to. is very in-tune Interacting with others with her families voices and turns to them. She seems to know familiar voices verses mine--a (ex., smiles and shows joy; makes strangers. good eye contact; seeks help from familiar caregivers; takes turns; shares toys) Developmental Level (% of delay, standard deviation, age equivalent): Standard deviation: 0.27 Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Jayce Wilson, M.Ed. 09/05/2012 Vision can track smoothly across the horizon. She looks directly at a speaker's face. (ex., passed an InfantSee exam if 12 mo. old or younger, visually tracks objects, attends to faces of familiar people, or shows other age appropriate visual behaviors.) Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC) Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed.

Hearing

(ex., passed newborn hearing screen if 12 mo.old or younger, shows age appropriate speech/language and hearing development)

09/05/2012

Mother reports that the man hearing was evaluated at Swedish, when she was a newborn, and the results were that she "passed." turns to the sound of her siblings talking in the kitchen when she is in the living room area. When being held by her mother, she turns to look at her mother speaking.

Information Source (Instrument(s), Parent report, observation): Developmental Assessment of Young Children (DAYC)	
Evaluator's Name and Evaluation/ Assessment Date: Joyce Wilson, M.Ed. 09/05/2012	
Initial Eligibility for Part C Services	
The evaluation and assessment of each child and the determination of the child's initial eligibility for Part C early intervention services must include the use of informed clinical opinion. Eligibility determination is a team decision.	
Your child is eligible for Part C Services because he/she has (check one or more below):	
A 1.5 standard deviation or 25% delay in development in one or more areas (check all that apply):	
Cognitive Physical: fine motor Physical: gross motor Adaptive	
Social or emotional Expressive Communication Receptive Communication	
Diagnosed condition(s) likely to result in developmental delay:	_
Down Syndrome	ļ
Informed Clinical Opinion (check if this is the only method used for determining eligibility)	
Informed Clinical Opinion Summary:	
has Trisomy 21. This diagnosis has a high probability rate of developmental delays, including low-muscle tone, possible speech and cognitive delays. Therefore, early intervention services are recommended.	
	_
Summary of Functional Performance	
This section summarizes how a child uses skills in various domains to function across settings and situations. It provides information that assists the team (including the parents) in developing functional IFSP outcomes and strategies to meet hese outcomes and so progress can be monitored over time. This information also assists in the completion of the Child Dutcomes Summary information.	
Positive Social/Emotional Skills (including social relationships): (relating with adults; relating with other children; following	g
rules related to groups or interacting with others)	_
Summary of Child's Functioning:	
engages like other babies her same age. She looks at her mother while being fed. She smacks when hungry and gets a little agitated before she cries, but family tries not to let her get to that point. She turns towards a speaker. Is very easy going and does not complain or cry very much. Family is pleasantly shocked at how engages.	,
Outcome Descriptor Statement:	٦

Relative to same age-peers, has the skills that we would expect of her age in regard to Positive Social-Emotional Skills; however, there are concerns with how she does not protest very often.

Acquiring and Using Knowledge and Skills (including early language/communication): (thinking, reasoning, remembering and problem solving; understanding symbols, understanding the physical and social worlds)

Summary of Child's Functioning:
At 2 1/2 months of age, has just begun to batt at objects hanging from her baby gym. She is comforted by her mother. She is a good nurser (from the bottle) is growing well and is healthy.
Outcome Descriptor Statement:
Aside from the concern regarding nursing from the breast she is demonstrating skills expected of a child her age in the area of Acquiring and Using Knowledge and Skills.

Use of Appropriate Behaviors to Meet their Needs: (taking care of basic needs, e.g. showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, e.g., follows rules, assists with hand washing, avoids inedible objects (if over 24 months); getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.))

Summary of Child's Functioning:
That has low-tone is obvious. Her siblings turned over at this age from back-to-belly, and could briefly hold a rattle. Her head control is not as good as her siblings was at this age.
Outcome Descriptor Statement (Select one):
At 3 months, I shows occasional use of some age-expected skills, but has more skills that are younger than those expected for a child her age in the area of Taking Appropriate Actions to Meet Needs.

Date child outcomes descriptor statements were selected by the team:09/17/2012

Assessment Team

The following individuals particip	pated in the evaluation and	l'assessment
Printed name and Gredentials	Role/organization	Assessment Activities
Linda Perry-S	Service Provider	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements
Joyce Wilson	FRC	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements
	Mother	Child's Present Levels of Development Eligibility for Part C Services Contributed information for Summary of Functional Performance Participated in selection of Outcomes Descriptor Statements

Family role in Child Outcomes Summary process(check only one):
▼ Family was present for the discussion and the selection of the descriptor statements
Family was present for the discussion, but not the selection of the descriptor statements
Family provided information, but was not present for the discussion
Family information on child functioning (check all that apply):
Received in team meeting Collected separately Incorporated into assessment
Not included (Please explain :)
IV. Functional IFSP Outcomes for Children and Families
Functional outcomes must reflect the changes families would like to see happen for themselves and their children and be
pased on family priorities and the developmental needs of the child.
Outcome # 1 Start Date: 09/28/2012
Target Date: 09/16/2013
What would your family like to see happen for your child/family?(The outcome must be functional, measurable and in the context everyday routines and activities.)
By February, will be clapping for herself, whenever praised by other family members. 5/5/2013 IS BEGINNING
IS BEGINNING TO CLAP HER HANDS WHEN HAPPY OR FAMILY MEMBERS CLAP HANDS
By March, will be feeding herself finger foods and poking foods with her index finger, for two meals/snacks in a 24
nour period.
by June, will be turning when her name is called and play simple games like peek-a-boo, when initiated by an adult
our of 5 times. 5/5/2013 AT THIS TIME IN THE GAME OF PEEK-A-BOO DOESN'T APPEAR TO BE SHOWING INTEREST IN RYING TO PULL THE HANDS OR THE CLOTH AWAY FROM FAMILY MEMBERS FACE.
y next September, will walk holding onto furniture and walk holding onto an adult's hand, for at least 10 stone
y next September, will walk holding onto furniture and walk holding onto an adult's hand, for at least 10 steps. /5/2013 IS SITTING WHEN PROPPED TO PLAY WITH TOYS THAT ARE AROUND HER. SHE DOESN'T PROP HERSELF WHEN RYING TO CATCH HERSELF TO GO ONTO HER BELLY OR HER BACK. SHE IS PLAYING ON HER BELLY BUT IS NOT MAKING ANY
WITHOUT CATCH HERSELI TO GO ONTO HER DECET OR HER BACK. SHE IS PLAYING ON HER BELLY BUT IS NOT MAKING ANY I
TTEMPTS TO MOVE FORWARD TO GET TO A TOY.
TIEMPTS TO MOVE FORWARD TO GET TO A TOY.
TIEMPTS TO MOVE FORWARD TO GET TO A TOY.
TIEMPTS TO MOVE FORWARD TO GET TO A TOY.
all as reported by family and/or seen by therapist
TIEMPTS TO MOVE FORWARD TO GET TO A TOY.

9 of 16

What are the ways in which your family and team will work toward achieving this outcome? Who will help and what will they do?(Describe the methods and strategies that will be used to support your child and family to achieve your outcomes within your daily activities and routines. List who will do what including both early intervention services and informal supports, including family members, friends, neighbors, church or other community organizations, special health care programs, parent education programs.)
Mom, dad, and the other girls will learn the little steps meeds to master before she can do the big oneslike walk on her own. Siblings are very interested and want to know what they can do to help Linda will show exercises appropriate for her developmental level that can be done around everyday activities.
How will we know we've made progress or if revisions are needed to outcomes or services? (What criteria [i.e., observable action or behavior that show progress is being made], procedures [i.e., observation, report, chart], and realistic timelines will be used?)
Parent report
Therapist observation and documentation
How did we do?(Review of progress statement/Criteria for Success)
Date:
Explanations/Comments:
Outcome # 2 Start Date: 05/06/2013
Target Date: 09/16/2013
What would your family like to see happen for your child/family?(The outcome must be functional, measurable and in the context everyday routines and activities.) will take in the amount of a stage 1 type baby food and some puffs without pushing the food back out with her tongue to maintain a healthy weight.
What's happening now related to this outcome? What is your family currently doing that supports achieving this outcome? (Describe your child and/or family's functioning related to the desired change/outcome.)
The family has to work really hard to get to take solid foods in. She will push the food right back out with her tongue. She currently is drinking approximately 30–40 ounces of her milk in her bottles through out the day. Occasionally more will put some rice cereal into a bottle to increase calories. It is struggling with constipation concerns. When constipated this is often the only time the family sees cry.
What are the ways in which your family and team will work toward achieving this outcome? Who will help and what will they do? (Describe the methods and strategies that will be used to support your child and family to achieve your outcomes within your daily activities and routines. List who will do what including both early intervention services and informal supports, including family members, friends, neighbors, church or other community organizations, special health care programs, parent education programs.)
team will work with the family during home visits to create a joint plan that outlines strategies toward the goal that fit into the families every lay activities. The family will then implement strategies in between home visits to determine their effectiveness. Each team member will then consult with the family during the following visit as to continuing the strategies or creating a new joint plan.
flow will we know we've made progress or if revisions are needed to outcomes or services? (What criteria [i.e., observable action or behavior that show progress is being made], procedures [i.e., observation, report, chart], and realistic timelines will be used?)
hrough observation, developmental checklists and parent report will:
wallow the food introduces on a spoon without pushing it back out with her tongue

Will tolerate the oral motor exercises to increase tone in the mouth area	
beginning to chew soft foods	
How did we do?(Review of progress statement/Criteria for Success)	
Date:	- 1
Explanations/Comments:	

V. Transition Planning

The Transition Plan outlines steps and activities to support children and families leaving early intervention at age three and transitioning to other community or school services.

Priorities and goals for your child's tra	nsition:		3	
Early Childhood Special Education Cor	ntact:			
Phone Number: Work Cell	Email Address:			
Transition Planning Requirements and Activities	Action Steps	Role of Person Responsible	Date Initiated	Date Completed
At any time from the initial IFSP meeting	g, up to 90 days before the c	hild's third birthday:		TO SERVICE CHAPTER SHOULD BE

VI. Summary of Services

Services and supports are determined following the development of functional IFSP outcomes. They are designed to enhance the capacity of the family in supporting their child's development and to promote the child's learning and development through functional participation in family and community activities.

Outcome #	CONTRACTOR OF STREET	Frequency and Length of Services	Intensity*	Methods	Setting	Natural Environment	Payment Arrangements (if any)	Start Date	End Date	Agency(les) Responsible
1, 2	Physical Therapy	45 minutes, 2 times per Month		parent coaching with some direct services in the home or provide services through an e- mail or phone calls.	Home	Y	County DDD, IDEA, Part C, Private Insurance, School District - Contracting Services	05/06/2013	09/16/2013	Linda Perry- S
1	Special Instruction	45 minutes, 2 times per Month	Ī	parent coaching with some direct therapy also available	Home	Y	School District - Providing Services	05/06/2013	09/16/2013	Monica Cornish

		through phone calls and e-mail						
Documentation of discussions to reach consensus about services: (Include discussions about any services refused or declined, as well as any negotiations about frequency, intensity or method of service delivery.)								

Other Services

These are additional services that your child and family are currently accessing, but are not entitled under Part C. Such additional services may include medical services such as well-baby checks, follow-up with specialists for medical purposes, etc.

Doy	ou or your child curre	ntly receive any	y of th	e föllowin	g services?		X (2)	
Check if applicable			Gheck If applicable	Health an	d Medical Services		Check If applicable	General Services
	Medicaid/Apple Health	- child		WIC Nutri	ition Program	100 1000		Early Head Start or Head Start
	Medicaid/Basic Health	- parent		First Step	s			Migrant Head Start - American Indian/Alaska Native Head Start
	Health Insurance - chil	d		Immuniza	tions (Baby Shots)			Child Care
	Health Insurance - parent			Family Pia	enning Clinic			Home Visiting
	Medicaid Premium Payment Program			Well Child Care				Division of Developmental Disabilities (DDD, non-EIS services)
	Food Stamps			Children with Special Health Care Needs Program		ere		Preschool
	Financial Assistance			Primary care - parent]		Parent to Parent (P2P) referral
	SSI	ļ		Medical specialists (i.e. cardiology, neurology, etc.)		gy,		Washington State Fathers Network (WSFN) referral
	Child Care subsidies			EPSDT/Medicaid Health Check]		Other general services:
	TANF			Dental car	re			45) 5,230
	Other financial services:			Indian Hea	alth Services			
	Other he		Other hea	Ith services:				
	ments (include name						rvices	as appropriate):
Other Service Provider				Steps to be Taken to Help Family Access These Services or Funding Sources to be Used				

^{* (}I/G) Individual or Group are the possible values for intensity.

^{* (}Y/N) If setting is not a natural environment, complete the justification.

VII. Natural Environment Justification

Children learn best through natural learning opportunities that occur in settings where the child and family normally participate. Early intervention supports and services must be provided in settings that are natural or typical for children of the same age (i.e., natural environments). If the team decides that the outcome cannot be achieved in a natural environment, a justification must be provided including why that decision was made and what we will do to move services and supports into natural environments as soon as possible.

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IX. IFSP Review

The IFSP is a fluid, flexible document that can be updated as you or your child's and family's needs change. Reviews of the IFSP must occur every six months, and additional reviews can be held whenever changes are needed to the IFSP. This page will summarize the changes being made to your child's IFSP at each review.

Date of Review; 05/06/2013
Summary of Review Results (i.e., progress made towards outcomes or new outcomes developed; changes in the family's concerns, resources and priorities; changes to services; plans until next review, etc). Any changes to services and outcomes noted in this review must also be updated in the appropriate section of the current IFSP.
siblings have taught her how to clap her hands which she is very proud of. She is doing a little more babbling through out the day. She is able to be placed in a sit position and play with toys that are close to her. She can roll from her belly to back but currently not rolling to get herself around. She is tolerating longer play time on her belly. She transfers toys from hand to hand and manipulates the toys. She enjoys spending some time in her exosaucer. She explores and plays with the toys on her exosaucer appropriately. She continues to struggle with some constipation issues. Mom has to help her out a bit with this with some pharmaceutical and diet assistance. It is struggling a bit with her feeding issues. She has a hard time taking in solid foods at this time her tongue keeps pushing the food back out. Mom has to work really hard to get any solids into her.

IFSP Review Agreement

Prior Written Notice and Parental Consent for Provision of Early Intervention Services **Prior Written Notice:** Prior written notice must be provided to parents of an eligible child a reasonable time before the program proposes or refuses to initiate or change the identification, evaluation or placement of the child or provision of appropriate early intervention service to the child and the child's family. **Action Proposed:** To initiate the services listed on the IFSP for which consent is provided, according to the Summary of Services. Reasons for Taking the Action: After discussing all assessment information, including family observations and their concerns, priorities and resources, the IFSP team, including the family, agreed on the early intervention services and other supports to be provided to achieve desired outcomes. Action Refused (if any): Reasons for Refusal (if action refused):

Review IFSP Signature Page

Consent:					
I participated in the developme Infants and Toddlers program and	service prov	iders to carry out	the activities list	ed on this IFSP.	
Consent means I have been for					
native language or other mode of					
for which consent is sought; the co					
whom; and the granting of my con					revocation is not
retroactive (it does not apply to an					and and functions
I understand that I may accept under the regulations for Family R					
jeopardizing any other early interv					
Infants and Toddlers program. (NO					
Participation in the ESIT Program			me or wiere Ear	iy ii iici ve iiiloii ee i	noos or becoming
I understand that my IFSP will			tervention provid	lers and program a	dministrators
responsible for implementing this					
I have received a copy of Was	hington Early	Support for Infai	nts and Toddlers	program, Individua	als with Disabilies
Education Act (IDEA) Part C Proce					
complaint procedures and timeline		f I decide later th	at I disagree with	n any decisions. Th	nese rights have been
explained to me and Lunderstand	them				
					5-6-13
		Legal Gua	ardian Su	rrogate Parent	Date
		L Legal Gu	ardian	rogate Farent	9 1000
					1
ICOD D. H. II I. H. J. H. J. J. J. J. J.	IFOR Mark				
IFSP Participants that attended the				\(\)	
Printed name and Credentials	Role	organization	Signature	N. A.	Date
Monica Cornish	FRC		MINUA	AMBL	5.6.13
The following individuals did not at (specify which):	tend the mea	ting but participa	ted in the meeting	ng through confere	nce call or in writing
Printed name and Credentials		Role/organiz	ation	Conference	Call/In Writing
	Control of the Control				Parameter Control of the Control of

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1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice To: Date: __03/12/2015_ Re: Student's Name: PURPOSE: As a parent/guardian of a 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 initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. The purpose of this prior written notice is to inform you that we are: refusing change continue a/an (mark one of the above) (mark one of the above) Mark all items below that apply: Referral Evaluation Eligibility Category Educational Placement IEP Reevaluation Disciplinary action that is a change of Other: placement Description of the proposed or refused action: The district proposes to initiate evaluations The reason we are proposing or refusing to take action is: To determine eligibility for special education preschool services Description of any other options considered and rejected: Not to refer for evaluations but this was rejected The reasons we rejected those options were: Eligibility needs to be determined A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows: The evaluation team will conduct formal evaluations. This may include the Battelle Developmental Inventory (BDI 2); the Bayley-III Scales of Infant Development; various communication evaluations that my include: Sequenced Inventory of Communication Development; The Boehm Test of Basic Concepts-3rd Edition; Photo Articulation Test-3; Preschool Language Scale-5. Reports and other evaluations conducted by well and incorporated into the evaluation. Motor evaluation tools will be determined by the therapist and shared with the family. Any other factors that are relevant to the action: has a diagnosis of Downs Syndrome. The action will be initiated on: _04/30/2015_ Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the Notice of Procedural Safeguards for Special Education Students and Their Families is not enclosed and you would like a copy or you would like help in understanding the content, please contact: _360-563-7321 _Marian_Sherwood Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.



Snohomish School District 1601 Avenue D Snohomish WA 98290-1799

Snohomish, WA 98290-1799 360-563-7308

Consent for Initial Evaluation

School: CENTRAL PRIMARY C	ENTER	G	rade: P3 Sex: F
helpful to school personnel if you	t inform parents/guardians of all in t, or reevaluation of a student. Thi	formation relevant to the district making form asks for your consent to the act giving your consent for the proposed scial education for an explanation as to	ng a decision regarding the ion indicated. It would be
Snohomish School District		ecommends your child be assessed in t	he areas checked below:
Adaptive: functional reading Academic Communication Hearing	Adaptive: functional math Adaptive Adaptive Fine Motor Medical-Physical	Adaptive: functional written language Age Appropriate Transition Assessment General Education Observation	Adaptive: Other Cognitive Gross Motor Orientation and Mobility
Other Vocational	X Social/Emotional (DD only)	Social Emotional/Behavior	Vision
12.	ny child:	tion of the areas to be assessed. I would	
3	_		
need your permission to conduct an instruments is attached.	individual evaluation. Given the se	the most appropriate educational progredected assessment component areas abstraction will be kept confidential and and Privacy Act	pove, a list of possible test
		en de establishe in sulfati en al tres este e n e n en e _{st} a la tella in la	000 I 000 I 000
	e of Procedural Safeguards for Spe quire special education. I to be evaluated.	rent has given written consent for an e	
P	dent d at Special Services.		5/7/15 Date /
	Consent Dis	claimer	

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for an initial evaluation.



Snohomish School Dis

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notice of Meeting

PURPOSE: This invitation requests your attendance at a mee the opportunity to participate in any meeting regarding the ideappropriate public education for your child.	eting concerning the educational program/needs of your child. You have entification, evaluation, educational placement, and the provision of a free
Го;	Date Sent to Participants:06/05/2015
This meeting has been scheduled for: Date 06/12/2015 Location Central Primary Center	Time _10:30 AM
If you have any questions or would like additional informatio contact Marian Sherwood at 360-563-7321 e-mail Marian.She	on or assistance to help you prepare for this Eligibility meeting, please erwood@sno.wednet.edu.
This is to notify you that a/an Eligibility meeting has been schare very important. This Initial meeting must be scheduled at (check all that apply):	heduled for this student. Your participation and attendance at this meeting a mutually agreed upon time and place. The purpose of this meeting is to
X Review Evaluation Reports	Review Educational Progress
Consider Transitional Services	Reevaluation Consideration
X Eligibility Determination	Other:

The following are invited to attend and participate in the Initial meeting: Parent preschool age no gen ed sch yr 15-16, General Education Teacher Special Education Teacher Speech Language Pathologist Physical Therapist Parent/Guardian District Representative

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area: Eligibility_

Meeting Date:

06/12/2015

Time:

10:30 AM

Location:

Central Primary Center

Method	Contact Date	Response Date	Response
Letter	06/05/2015	06/12/2015	Can Attend
Method	Contact Date	Response Date	Response



Reference: WAC 392-172A-01035

Snohomish School District

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary X Initial Recvaluation Student Name: Student ID No.: _____ Age: 2_____ P3_ Birth Date: Grade: School: CENTRAL PRIMARY CENTER Evaluation Group Meeting Date: _06/12/2015______ Next Three Year Reevaluation Due Date: _06/12/2018___ Primary language at home: English Primary language of student: _Enalish_ Parent(s) name(s): Yes X No Parent interpreter needed? Surrogate parent: X No Yes If yes, name: ___ Evaluation Case Manager (Psychologist/SLP): Marian Sherwood Title: Early Childhood Coordinator I. Review of Existing Data: Date and reason for special education referral: 03/12/2015 is turning three and eligibility for special education preschool services must be determined. Description of specific strategies and interventions used to date and the effectiveness of each on student achievement and/or adjustment: Academic or pre-academic record information: II. Eligibility Decision: Meets Eligibility Criteria: X Yes No Identified Disability Category: Developmental Delays - means a student three through eight who is experiencing developmental delays that adversely affect the student's educational performance in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development or adaptive development and who demonstrates a delay on a standardized norm referenced test, with a test-retest or split-half reliability of .80 that is at least: (A) Two standard deviations below the mean in one or more of the five developmental areas; or(B) One and one-half standard deviations below the mean in two or more of the five developmental areas.

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

delays adversely impacts her ability to learn at a rate commensurate with her same age peers. She is in need of specially designed instruction to help her learn these skills.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary

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

1. Special Education services including specially designed instruction:

SDI	Area Assessed	Description
Communication	Communication	requires specially designed instruction in the receptive and expressive language areas to gain more age appropriate communication skills.
Social Emotional/Behavior	Social Emotional/Behavior	requires SDI in order to gain more age appropriate social emotional behaviors.
Adaptive	Adaptive	requires SDI in order to gain more age appropriate adaptive skills.
Cognition	Cognitive	requires SDI in order to gain more age appropriate cognitive skills.

2. Related services: Occupational Therapy Physical Therapy

3. Supplementary Aids and Services:

IV. Assurances

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

Consideration of Test Bias:

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary

Dissenting Opinion
Date
Date 6-12-2015
Date Lo -12 - 2015 Date
6 - 12 - 15 Date
Date 6-12-15 Date
6.12.15



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Adaptive

Assessment Summary:

Monica Cornish, Birth to Three Educator for the Snohomish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about Adaptive Behaviors.

Significant Findings:

qualifies for special education services in the area of Adaptive Behaviors.

Current Adaptive Skills: asks for snacks or drinks; cooperates in dressing and undressing; removes coat, shoes, simple clothing; unfastens clothing zipper that has a large pull tab; cooperates in diaper changing; stays dry for 2-3 hours periods; drinks from a straw; wipes nose with a tissue; washes hands with a wipe.

ADVERSE EDUCATIONAL IMPACT: is not currently demonstrating the following Adaptive behaviors that are typically observed in same age peers (she does them in 0/3 attempts): independent with toileting; tries to use a spoon but if it slows her down, she uses her fingers; use a fork; put on simple clothing; washes and dries hands with soap and water at the sink.

Most almost 3 year old children are at least beginning to toilet train, wash and dry hands independently (may need help turning water on and off and getting the soap), use utensils when eating, and can dress and undress themselves with minimal help. adaptive delays will present an adverse impact on her age-appropriate independence in the classroom once she gets to Kindergarten, and as such, she requires specially designed instruction to make progress toward more age-appropriate adaptive skills and behaviors.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Cognitive

Assessment Summary:

Monica Cornish, Birth to Three Educator for the Snohomish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about the School District Cornish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about the School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about the School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about the School District Checklist that provides functional information about the School District Checklist that provides functional information about the School District Checklist that provides functional information about the School District Checklist that provides functional information about the School District Checklist that provides function and the School District Checklist that provides function and the School District Checklist that provides function and the School District Checklist that the School Dist

Significant Findings:

qualifies for special education services in the area of cognition.

Current skills: is demonstrating the following cognitive skills: recognized own and others' clothing, toys and personal belongings; retrieves own toys from usual locations; retrieves household objects from usual locations on request; recognizes some of the covers of books; completes simple shape puzzles; independently plays with toys that require pushing buttons, pulling strings and/or operating switches to get effects; experiments with cause and effect when playing; comments that something is not working when expected effects are not produced; tries to solve simple problems without adult help; points to 15 or more pictures of animals and/or common objects upon request; and nests 4 containers with imitation of adult.

ADVERSE EDUCATIONAL IMPACT: is not currently demonstrating the following cognitive skills that are typically observed in same age peers (see does them in 0/3 attempts): recognizes familiar signs; identifies (points to) object or picture shown briefly and shown again in an array of 3; complete simple puzzles; matches primary colors; sorts by shape; uses tools to solve problems; independently nests 4 containers; understands "more" as an addition to some existing amount; selects "just one"; points and recites at least 3 numbers in correct sequence when asked to count objects; selects "big" and "little" when given a choice between 2 objects/pictures on request; and points or shows 5 body parts.

Most almost 3 year old children are able to perform a variety of cognitive skills: They match colors and shapes; count up to 10 objects; name or point to 5 body parts when asked; complete simple puzzles; sort by color, shape, size and identify big verses little objects. These are foundational skills built upon in Kindergarten and beyond, and delays in this area will present an adverse impact in her ability to access the general education curriculum once she gets to Kindergarten.

The property of cognitive skills:

They match colors and shapes; count up to 10 objects; name or point to 5 body parts when asked; complete simple puzzles; sort by color, shape, size and identify big verses little objects. These are foundational skills built upon in Kindergarten and beyond, and delays in this area will present an adverse impact in her ability to access the general education curriculum once she gets to Kindergarten.

The property of the



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Communication

nohomish nedical aura er receptive s. Her family ngle words casionally ulty. ty is very a word or swer some lly yells to
er 18th and ubes
nmunication
y To You" k,d,y/ orts that she



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Communication

used very little expressive language during the communication evaluation. She began singing "Happy Birthday" when presented a picture of a "cake." She used the sign "ball" during the evaluation. Her Mean Length of Utterance (MLU) is rated at 1.0 (SIGNIFICANT DELAY).

In summary, continues to exhibit an adverse educational impact in the area of communication. Her receptive language disability causes her difficulty in understanding pre-academic basic language concepts. Her limited vocabulary affects her comprehension with pre-academic skills. Her expressive language disability causes her to appear inappropriate in conversations. She has difficulty expressing her ideas, asking questions, requesting help and information. The requires specially designed instruction in the receptive and expressive language areas to gain more age appropriate communication skills. It is recommended that once expressive language skills increase, a formal articulation assessment take place to determine therapy needs.

Assessment results are considered to be valid and portray an accurate profile of her communication abilities.

Significant Findings:

exhibits an adverse educational impact in the areas of receptive and expressive language. In has a medical diagnosis of "Down Syndrome." She uses very little expressive language. She has about 50 words in her repetoire at this time. She uses some simple signs. She uses mainly single words to communicate. In mother reports that she will also pull, point and gesture to communicate. In becomes frustrated at times when she cannot be understood. Her family understands her communication attempts more than strangers do. Her MLU is rated at 1.0. She has difficulty following multi-step directions, prepositional commands, etc. In qualifies as a "Developmentally Delayed" preschooler and requires specially designed instruction to gain more age appropriate communication skills.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Communication

l est Name :	DevelopmentRevised (SICD-R)
Date(s) Given	05/07/2015
Professional/E	xaminer: Julie Shore, SLP

The SICD-R evaluates and quantifies communication skills of normal and developmentally delayed children functioning between 4 and 48 months of age.

	Age Equivalent	Standard Deviation from Mean			
Receptive Communication Age	16 months	>2.5 S.D. Below Mean (SIGNIFICA NT DELAY)			
Expressive Communication Age	20 months	>2 S.D. Below Mean (SIGNIFICA NT DELAY)			
Mean Length of Response	1.0	>2.5 S.D. Below Mean (SIGNIFICA NT DELAY)			



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Fine Motor

Assessment Summary:

is a 35 month old girl who has received services through the Birth to Three program. She has a diagnosis of Down syndrome and was referred for a motor assessment as part of her three year old evaluation and transition from 0-3 to preschool services. She was assessed in her home with her family present.

Conclusions from observations:

is an adorable little girl. She was somewhat shy initially but warmed up to the examiners (OT and PT) quickly. She performed most tasks requested of her. This is felt to accurately represent her fine motor skills.

Significant Findings:

was administered the PDMS-2. She is able to stack 3 blocks, uses thumb opposed to index and middle finger on cubes and an emerging neat pinch on a cheerio. She was able to put the circle into the shape board but needed cues to place others. She scribbles in imitation of horizontal and vertical lines and uses a whole hand grasp on a crayon with thumb up and little finger toward paper. She has not had experience with scissors.

Present Levels: uses tripod grasp on short crayon or chalk, 0 of 4 trials imitates vertical, horizontal and circular strokes, 0 of 4 trials snips consecutively with scissors once positioned for her, 0 of 4 trials

Adverse Educational Impact: Same age peers are able to imitate vertical, horizontal and circular strokes. They snip with scissors across paper and can demonstrate a tripod grasp on a short crayon or chalk. I delays in this area impact her further progression in age appropriate motor tasks and her participation with peers in the preschool setting. It is recommended she receive occupational therapy services as a related service to address these delays.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Gross Motor

Assessment Summary:

is a 35 month old girl who has received services through the Birth to Three program. She has a diagnosis or Down syndrome and was referred for a motor assessment as part of her three year old evaluation and transition from 0-3 to preschool services. She was assessed in her home with her family present.

Conclusions from observations:

is an adorable little girl. She was somewhat shy initially but warmed up to the examiners (OT and PT) quickly. She performed most tasks requested of her. This is felt to accurately represent her gross motor skills.

Significant Findings:

was administered the PDMS-2. She is able to walk up stairs holding onto the wall, but scoots down on her bottom. She is able to walk fast. She can kick a ball forward, throw a ball overhand, but prefers underhand and she can kneel. She is able to take one step backwards, sit on the floor and get up from laying on the floor. demonstrates difficulty with catching a ball, standing on one foot and standing on her toes without support.

Adverse Educational Impact: Same age peers are able ascend and descend the stairs on their feet and ambulate over uneven ground. It is delays in this area impact her further progression in age appropriate motor tasks and her participation with peers in the preschool setting. It is recommended she receive physical therapy services as a related service to address these delays.

Julia McIntosh, DPT



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Medical-Physical

Date: 05/14/2015 Medical-Physical Findings: Health and Developmental History has a diagnosis of Down Syndrome. She has been receiving Occupational and Speech Therapy through Snerwood ExCEL program and education therapy services from Monica Cornish, Birth to three Educator for Snohomish School District. Medical Diagnosis Down Syndrome **Educational Implications** Children with Down Syndrome usually have developmental delays that impact their ability to function in a school setting. will benefit from specially designed instruction to help her gain more age appropriate skills. Student: Vision and Hearing Screening: Vision Test Date: Right Eye: _ Left Eye:_ Hearing Test Date: __ Right Ear: Left Ear:

Areas of Evaluation Page 13



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Other



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Other

Test Name:	Peabody Developmental Motor Scales - 2
Date(s) Given	06/03/2015
Professional/E	xaminer: Chris Davison

Peabody Developmental Motor Scales -2: A standardized assessment that measures both qualitative and quantitative aspects of gross and fine motor skills in children from birth through 5 years of age. Results are compared to scores of typically developing children of the same age.

	Percentile Rank	Standard Deviation	Motor Quotient		
Stationary					
Locomotion					
Object Manipulation					
Grasping	2nd	-2.0			
Visual-Motor Integration	2nd	-2 .0			
GROSS MOTOR SCORE:					
FINE MOTOR SCORE:	<1st	-2.4	64		
TOTAL MOTOR SCORE:					



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Social Emotional/Behavior

Assessment Summary:

Monica Cornish, Birth to Three Educator for the Snohomish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs. This is a developmental Checklist that provides functional information about social Emotional Behavior.

Significant Findings:

qualifies for specially designed instruction in the area of social emotional behavior.

According to the results on the Carolina, is demonstrating the following age appropriate social emotional behaviors: distinguishes and names self in photographs; shows pride in achievements; entertains herself with toys for short periods of time (does 5-10 minutes); explores; tolerates being taken into a variety of environments; plays comfortably in a small group of children; laughs; responds differently to family members and strangers; shows interest in other children; initiates playing games; spontaneously shares with adults; shows affection; approaches a peer or adult to initiate play; responds appropriately to social contact made by familiar adults; and helps with simple household tasks.

Adverse Educational Impact: is not demonstrating the following age appropriate social emotional skills that are typically observed in same age peers (she does them in 0/3 attempts): makes positive statements about herself; knows age; tells own first name; answers correctly when asked if she is a boy or girl; entertains herself for 15-20 minutes; avoids common dangers; knows what toys can and cannot be used for and uses them appropriately; tries to comfort others in distress; spontaneously shares with peers; and play simple interactive games with other children (beside rolling ball back and forth).

Most almost 3 year old children can answer personal questions such as their name and age. They can entertain themselves fro 15-20 minutes and avoid common dangers. They are showing the beginnings of cooperative play with peers and play a variety of interactive games with other children. Sharing of toys is a skills that is emerging in this age. These are foundational skills that are relied upon in Kindergarten and beyond, and therefore specially designed instruction in order to gain more age appropriate social/emotional skills and behaviors.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice

To:	Date: 05/15/2015
PURPOSE:As a parent/guardian of a special education child or child suspected required to provide you with prior written notice whenever it proposes or refuses educational placement, or provision of a free appropriate public education to you makes a decision and before action is taken on the decision. The notice should be district takes action.	to initiate or change the identification, evaluation, ir child. This notice should be given to you after a district
The purpose of this prior written notice is to inform you that we are:	
1. X proposing refusing to 2. X initiate change (mark one of the above) (mark one)	ge continue discontinue a/an one of the above)
Mark all items below that apply:	
3. Referral Educational Placement Disciplinary action that is a change of placement Other:	Eligibility Category Reevaluation
Description of the proposed or refused action: The district proposes to qualify for special education services under	the category of Developmental Delays.
The reason we are proposing or refusing to take action is: This category best describes her delays.	
Description of any other options considered and rejected: Not to qualify her but this was rejected	
The reasons we rejected those options were: is demonstrating delays in all areas of development and qualifies for	special education services.
A description of each procedure, test, record, or report we used or plan to use as Standardized testing; Developmental checklists; input from Birth to Three	
Any other factors that are relevant to the action: None at this time.	
The action will be initiated on: _06/15/2015	
Your child has procedural protections under IDEA. These protections are explain <i>Education Students and Their Families</i> . If this prior written notice is given to yo (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary procedural safeguards accompanies this notice. If a copy of the <i>Notice of Proceditheir Families</i> is not enclosed and you would like a copy or you would like help	u (1) as part of your child's initial referral for evaluation, action that constitutes a change of placement the ural Safeguards for Special Education Students and
Marian Sherwood at 360-5	663-7321
Notice of Procedural Safeguards for Special Education Students and Their Fami	lies has been provided to parents.

Prior Written Notice



Special Services 1601 Avenue D, Snohomish, WA 98290-1799 360-563-7308 Fax 360-563-7303



	Comments:	evaluation you reques		
	□ Urgent	☐ For Review	□ Pi	ease Comment
Re:			# Pages	39 (Including cover)
Fax:	360-714-5001			
Date:	4-19-16		Phone:	360-563-7294
	Attn: Leslie Kivett			- Tarioois
To:	DSHS		From:	Julie Francois

Julie Francois
Telephone: 360-563-7294
<u>Julie.francois@sno.wednet.edu</u>



Developmental Disabilities Administration

Suite 700, 119 N. Commercial St., Bellingham, WA 98225-4450

То:	Snohomish School District	Date: Monday, April 18, 2016
RE:		DOB:

From: FAX # 360.714.5001

This office is in the process of determining eligibility for the individual identified on the enclosed DDD consent to obtain/release information form. To aid us in our eligibility determination, we would like specific information you may have including psychological, psychiatric & medical records relating to the person's disability. Valuable information would be a psychological evaluation and/or diagnostic information related to a developmental disability as well as any of the following information:

Most recent Special Education evaluation and IEP

Thank you for your prompt attention in this matter. Should you have any questions, feel free to call me.

Records can be emailed to: <u>Leslie.Kivett@dshs.wa.gov</u> Or faxed to 360-714-5001

Leslie Kivett

Department of Social and Health Services Case Resource Manager/ Eligibility Review Developmental Disabilities Administration 360-714-5014 or 1-800-239-8285

Fax: 360.714.5001

Leslie.Kivett@dshs.wa.qov

Enclosure: signed Consent Form

CONFIDENTIALITY NOTICE

This facsimile transmission (and/or documents accompany it) may contain confidential information belonging to the sender that is protected. The information is intended only for the use of the individual or entity named above. If you are not the recipient, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please notify us immediately by telephone to arrange for the return of the documents.



CONSENT

NOTICE TO CLIENTS: The Department of Social and Health Services (DSHS) can help you better if we are able to work with other agencies and professionals that know you and your family. By signing this form, you are giving permission for DSHS and the agencies and individuals listed below to use and share confidential information about you. DSHS cannot refuse you benefits if you do not sign this form unless your consent is needed to determine your eligibility. If you do not sign this form, DSHS may still share information about you to the extent allowed by law. If you have questions about how DSHS shares client confidential information or your privacy rights, please consult the DSHS Notice of Privacy Practices or ask the person giving you this form.

3-1-3)
CLIENT IDENTIFICATION:
OTHER INFORMATION
CONSENT:
I consent to the use of confidential information about me within DSHS to plan, provide, and coordinate services, treatment, payments, and benefits for me or for other purposes authorized by law. I further grant permission to DSHS and the below listed agencies, providers, or persons to use my confidential information and disclose it to each other for these purposes. Information may be shared verbally or by computer data transfer, mall, or hand delivery.
Please check all below who are included in this consent in addition to DSHS and identify them by name and address:
Health care providers:
Mental health care providers:
☐ Chemical dependency service providers:
Other DSHS contracted providers:
☐ Housing programs: ☐ School districts or colleges:
☐ Department of Corrections:
☐ Employment Security Department and its employment partners:
Social Security Administration or other federal agency:
☐ See attached list
Other:
I authorize and consent to sharing the following records and information (check all that apply): All my client records Records on attached list
Only the following records Gramily, social and employment history Health care information Treatment or care plans
Family, social and employment history Health care information Treatment or care plans Payment records Individual assessments School, education, and training
Other (list):
PLEASE NOTE: If your client records include any of the following information, you must also complete this section to include these records.
I give my permission to disclose the following records (check all that apply):
Mental health HIV/AIDS and STD test results, diagnosis, or treatment Chemical Dependency (CD) services
- This consent is valid for 🗌 one year 🚅 as long as DSHS needs records, or 🗎 until (date or event).
- I may revoke or withdraw this consent at any time in writing, but that will not affect any information already shared.
- I understand that records shared under this consent may no longer be protected under the laws that apply to DSHS.
- A copy of this form is valid to give my permission to share records.
SIGNATURE DATE AGENCY CONTACT/WITNESS SIGNATURE DATE
PAPPLICABLE) DATE 4-9-16
to sign because I am the. (attach proof of attribute)
Personal representative

NOTICE TO RECIPIENTS OF INFORMATION: If these records contain information about HIV, STDs, or AIDS, you may not further disclose that information without the client's specific permission. If you have received information related to drug or alcohol abuse by the client, you must include the following statement when further disclosing information as required by 42 CFR 2.32:

This information has been disclosed to you from records protected by Federal confidentiality rules (42 CFR part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR part 2. A general authorization for the release of medial or other information is NOT sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.



Special Services 1601 Avenue D, Snohomish, WA 98290-1799 360-563-7308 Fax 360-563-7303



E	Comments: Enclosed is the IEP and	evaluation you reques	ted for	
	□ Urgent	☐ For Review	□ Pi	ease Comment
Re:			# Pages	43 (Including cover)
Fax:	1-866-324-3313			
Date:	1-19-17		Phone:	360-563-7294
-	Attn: Shana B.			Tarioola
To:	2002		From:	Julie Francois

Julie Francois Telephone: 360-563-7294

Julie.francois@sno.wednet.edu

Requestor: SHANA B

1030103 A / 0000000 State ID: 000000V0D100

SNOHOMISH SCHOOL DIST/SPEC ED 1601 AVE D SNOHOMISH, WA 98290



RQID:20170111500433 SITE:S54 DR:F SSN DOCTYPE:0001 RF:P CS:cef8

20170111500433 S54 (N

	20170111300433 334 (14)
COMPLETE THIS "DDDS PA"	YMENT INVOICE" FOR PAYMENT
DDS PAYMENT INFORMATION	PAYMENT CORRECTION INFORMATION
Payment Address on file: SNOHOMISH SCHOOL DIST/SPEC ED 1601 AVE D SNOHOMISH, WA 98290 Amount Billed: \$	ENTER TIN/PAYMENT CHANGES BELOW TAX ID: Name: Address:
# of pgs faxed/uploaded/mailed (circle one):	Telephone #:
☐ NO RECORDS FOR THIS CLAIMANT	
Would you do an examination, at our	expense, if needed Yes No

HOW TO SUBMIT RECORDS

- Option 1 FAX: 1-866-324-3313 Fax <u>together</u> (in this order) DDDS Payment Invoice, Vendors Payment Invoice and medical records.
- Option 2 WEB: (http://eme.ssa.gov). If you cannot bill thru the website, please fax the DDDS Payment Invoice and your Vendors Payment Invoice to the fax number listed in Option 1 AFTER YOU HAVE UPLOADED YOUR RECORDS. For a PIN and password, contact Professional Relations at: 1-800-562-6074 if located in Western Washington or 1-800-572-5299 if located in Eastern Washington.
- Option 3 MAIL: Mail <u>together</u> (in this order) DDDS Payment Invoice, Vendors Payment Invoice and medical records to:

DIV OF DISABILITY DETERM SVCS PO BOX 9303 MS-45550 OLYMPIA WA 98507-9303

PAYMENT INSTRUCTIONS

- Always place this page on top. Submit records and completed invoice within 60 days. Reimbursems rate: 1-20 pgs \$22.00, 21+ pgs \$.50 per page. Make necessary corrections to billing information abo ONLY if there is a change. We DO NOT prepay.
- If a copy company provides records, enter name, address and Tax ID of copy company in the payment correction section above.
- Pursuant to Washington rule, RCW 74.09.160, in order to receive payment for services provided, submission of bills must be within one year from January 11, 2017.
- Call 360-664-7727, between 8 am and 4 pm, with any billing questions.



Adjudicator: SHANA B

SNOHOMISH SCHOOL DIST/SPEC ED 1601 AVE D SNOHOMISH, WA 98290

> DIV OF DISABILITY DETERM SVCS PO BOX 9303 MS-45550 OLYMPIA WA 98507-9303

Please place the "DDDS Payment Invoice" on top when returning mail.

<u>DO NOT</u> mail or fax your bill separately from the records, unless using the Electronic Records Express website to upload records.

<u>DO NOT</u> send CDs. We cannot open them. If you have electronic records, please consider Option 2 on the next page as a way to submit your records to us.

Please follow the instructions on the next page under "How to Submit Your Records".



DIVISION OF DISABILITY DETERMINATION SERVICES PO BOX 9303 MS-45550 OLYMPIA, WA 98507-9303

STATE#: 000000V0D100

360-664-7393 or 1-800-562-6074 Fax: 1-866-324-3313

20170111500433 S54 (N)

01/11/2017

20170111500433 S54 (N)

1030103 A 0000000 SNOHOMISH SCHOOL DIST/SPEC ED 1601 AVE D SNOHOMISH, WA 98290



This office is responsible for evaluating a request for Supplemental Security Income (SSI) benefits or state medical assistance. We would appreciate information from your records covering the following problems and time period:

ALLEGATIONS: TRISOMY 21/DOWN'S SYNDROME TREATMENT DATES: 1/1/21016 TO DATE LAST SEEN

The following items are especially important:

Medical history and exam findings, clinic notes, all diagnostic testing, and psychiatric and psychological reports.

Last report card and IEP; nurse and attendance records; disciplinary actions notices; OT/PT/Speech progress notes and evaluations; transitional plans and vocational information.

All evaluations done by a psychiatrist, psychologist, vocational, speech, occupational or physical therapist. All therapy progress notes. Copies of report cards, IEP's, nurse and attendance records, including formal suspension records. Transitional plans, vocational evaluations, work experience, job placement reports.

Evaluations done by psychiatrists, psychologists; OT, PT, SLP, and therapy notes and evaluations; IEPs, copies of report cards, attendance, nurse records; disciplinary and suspension records; transitional plans, vocational, work, and job placement evaluations and reports.

This information is needed to aid in making a disability decision. A response within 10 days would be appreciated. A signed authorization to release information is enclosed.

Thank you for your cooperation.

SHANA B,

Phone No: 360-664-7393 ID Code: OLYSMB

olysmb/D0496



PLEASE PLACE THE BARCODE SHEET ON TOP WHEN RETURNING MAIL ALONG WITH ONE COPY OF THIS LETTER

2017	
5 5000	A
AUTHORIA THE SOC	ZATION TO DISCLOSE INFORMATION TO CLAR SECURITY ADMINISTRATION (S&A)
PLEASE READ TH	E ENTIRE FORM, BOTH PAGES, BEFORE SIGNING BELOW **
I voluntarily authorize and request of OF WHAT All only mindful meaning patient tasks. This includes specific	disclosure (including paper, oral, and electronic interchange)! also education records and other information related to any splitty to ic permission is referre:
 All remain and other information to good including, and and limited to t 	ing my transment, hospitalization, and outpallent curv for my improvemental
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4. Information created within 18 months after PROM WHOM	er the data this authorization is signed, as well as past information.
All transfeed accenture (herpitale, oficial, labe, ply-lebers, payatestaglata, otal lankeing manish health, correctional, addiction	The Box To Be completed by Sharper (se present Additional information to binary the subject (see, play represented). He specific represent of the statement to be discount.
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SMITH **ENGESRETURN TO MARIAN SHERWOOD AT RSC**

CHILD OUTCOMES SUMMARY FORM
COMPLETE 6 WEEKS AFTER IEP COMPLETED
Date of Rating: $\frac{10 23 2015}{Mol Dayl Yr}$ $EXH = Red$
Check one: Entry/1st Rating □ Exit/later Rating □ 22 □ 1
Child Information:
Legal Name: _
First Middle Last
Date of birth: Mo Day Yr
Persons involved in deciding the summary ratings:

Name (First, Middle Initial, Last)	Role
Brehanna Fraser-Bumoday	Sped Teacher
Mimi Water house	SLP
Julia Mc IntoSh	PT'
Rochele Hammond	OT
Brotanna Fraser-Bumolay	Teacher
Carrie Traina	SLP
Rochele Hammond	OT

Family information on child functioning (Check all that apply):

X	Received in team meeting
	Collected separately
X	Incorporated into assessment

Not included

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging	>	Not Yet
7	6	5	4	3	(2)	1

Supporting evidence for answer to Question 2a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Parent Report	6/12/15	Parents Feel the undustants well, but just, isn't able to express who
Classinon Once you from	9/16/15-	She can do simple instraction si puzzles, experiment of countries of
Brigance Data	Oct-	do other Single puzzles, undustant.
	2015	laighthe, or rote count at all. In
		in any projects, imitate actions etc
	,	Shuts down when asked to perform !

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	NA	Shapes Glores takes one of one more but no other
(1)	2		# concepts. Names circle + tries to name colors but needs cries of color sign to immittate. Sorts big of little
			with Support, + sorts by 2 colors. Does 2-3 piece

Developed by the Early Childhood Outcomes (ECO) Center with Support from the Office of Special Education Programs, U.S. Department of Education.

Fictures + Sentence strip for verbal required also use

SMITH ENGESRETURN TO MARIAN SHERWOOD AT RSC

CHILD OUTCOMES SUMMARY FORM

	COMPLETE 6 WEEKS AFTER IEP COMPLETED
Date of R	ating: 10/23/2015 Mo Day Yr
Check on	e: Entry/1st Rating Exit/later Rating
Child Info	ormation:
Legal Nar	ne:
Date of bi	rth: Mo Day Yr
ID: (get fr	om IOL)
Persons i	involved in deciding the summary ratings:
Brel Mim Juli Foc	name (First, Middle Initial, Last) hanva Fraser Bumday Sped Teacher Waterhouse a Mc Intosh hele Hammand OT
X	formation on child functioning (Check all that apply): Received in team meeting Collected separately Incorporated into assessment(s) Not included

1. POSITIVE SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extend does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (circle one number)

Completely		Somewhat		Emerging			Not Yet
7	6	5	4	3	(2))	1

Supporting evidence for answer to Question 1a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Parent Report	6/12/15	Shy with Strangers, Parents report Shis had very little interaction with
Classion Observations Brigance	9/16/15- 10/22/15 Oct.	therapists, but does do some storytime@ library Shore warmth a affection for Pamiliat adults + siblings - In class still seems overwhelmed. Allows peers a adults
- Daya_	2015	to play near but doesn't Seek social interactions to play near but doesn't Seek social interactions to planting. Doesn't participate in group songo actions. Is warm with teachers but doesn't maint interactions

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

Yes	No	NA
1	2	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- · Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging	>	Not Yet
7	6	5	4	3	(2)	1

Supporting evidence for answer to Question 2a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Parent Report	6/12/15	Parents feel the undustands well, but just isn't able to express what
Classroom	9/16/15-	The Can do Single instruction Shape
Observations	10/22/15	puzzles, experiment w/ causiferfeet tous
Brigance Data	Oct -	do other Single puzzles, undustant more;
		biglittle, or rote count at all. In class
	<u>-</u>	read full support at ho not to participal
		Shorts down when asked to perform by adu

2b. (If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:	
1	2			

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	(2)	1

Supporting evidence for answer to Question 3a

Supporting Evidence Used	Date(s) of Evidence	Summary of Relevant Results
Parent	61215	Cooperates in dressing but can't do any
report	<u> </u>	on own. Does remove shoes/cont/simple be
Classroom	91115-	Page at Cook Color pants Hitted clothes).
Observation	10/22/15	Swater to ask @ School wo gestives; needs
Brigance	0ct_	Self finger-foods but choking hazzand blc
Data	2015	Stuffs a thoest chew enough some things. Tries
		w stoon but lots of softling. Drinks from
	-	Straid. Needs full as 189 to Serve Sel
		workings, Scrops, etc. Needs cue modeling for
	<u> </u>	hand washing, not toileting ar shoring arbaroness.

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)

Yes	No	NA	Describe progress:
1	2		

STUDENT SERVICES

PAGE 02/02

CLASSIC

Results History CHR	OMOSOME ANALYSIS, PE	RIPHERAL BLOOD CO	OMPLETE (Order 100	314206)
Entry information					
Entry Date and Time	Lab Status	Entered by	NIM .		
6/27/2012 8:10 PM	Final result	INTF, LCLAE	NIA		
Component Results					
Component	Value Flag	Low High	Units	Status Final	
SPECIMEN TYPE Comment	Comment:	9 2 5 0	2.2	T II I I I	
CORD BLOOD					
CELLS COUNTED	15			Final	100
CELLS ANALYZED	5	1.00		Final	*
CELLS KARYOTYPED	2		A1 Y	Final	100
GTG BAND RES.	500	34		Final	
CYTOGENETIC RESULT	Comment:			Final	
Comment:					
47,XX,+2	Comment:	*5		Final	
INTERPRETATION Comment:	Comment.			1-111621	
DOWN SYNDROME			- 40		
Cytogenetic and	lysis of PHA stimula	ted cultures has			
revealed a FEMALE k	caryotype with TRISOM	Y 21 in all GTG			
Danded metaphases a	unalyzed. This result o of the phenotypic m	is consistent wit Is consistent with	n hia		
syndrome are hypote	mia, round flat face	, single palmar			
crease, apicanthal	folds, small ears, m	ental retardation,			
flar nape of neck.					
DIRECTOR REVIEW	ling is recommended. Comment	*		Final	
Comment:	Collinate	1.1.1	¥. €	1 11121	
Hiba Risheg, PhD., FACA	/IG				
Result Narrative					
173-172-\$008-0, 12-2	246 CORDELOOD				
1					
Entry Information					1000
Entry Date and Time	Lab Status	Entered by			
6/21/2012 12:58 PM	In process	INTF, LCLAB	in		

6/21/2012 12:58 PM

PAGE 02/02

CHROMOSOME ANALYSIS, PERIPHERAL BLOOD COMPLETE (Order 100314206) Results History Entry Information Lab Status Entered by Entry Date and Time INTF, LCLABIN Final result 6/27/2012 \$:10 PM Component Results Value Flag Low High Units Status Component Comment: Final. SPECIMEN TYPE Comment CORD BLOOD Final 15 CELLS COUNTED Final 5 CELLS ANALYZED 2 Final CELLS KARYOTYPED Final 500 GTG BAND RES. Comment: CYTOGENETIC RESULT Final Comment 47,XX,+2 **Final** Comment: INTERPRETATION Comment: DOWN SYNDROME Cythgenetic analysis of PHA stimulated cultures has revealed a FEMALE karyotype with TRISOMY 21 in all GTG banded metaphases analyzed. This result is consistent with Down syndrome. Some of the phenotypic manifestations of this syndrome are hypotonia, round flat face, single palmar crease, spicanthal folds, small ears, mental retardation, flat nape of neck. Genetic counseling is recommended. DIRECTOR REVIEW Comment Final Comment: Hiba Ristleg, PhD., FACMG Result Narrative 173-172-6008-0, 12-2245 CORDBLOOD **Entry Information** Entry Date and Time Lab Status Entered by

In process

INTF, LCLABIN



Executive Director Lence Morehouse

Board of Directors President Mark Sunje President Elect Will Stuck Treasurer Katrina Walker Secretary Erica Temple Directors Alfredo Claro Chriz Adama Jim Stephanson Melissa Hemrich Kaczy Kemp Carol Krause







402 - 91st Avenue NE Lake Stovens WA 98258

Phone: 425.334.4071 Fax: 425.335.1894 Communication Evaluation
Transition Note

Child's Name:
Date of Birth:
Chronological Age: 34 months

Chronological Age: 34 months Adjusted Age: NA

Treatment Code: ICD-9: 315.32

Date of Note: 4/22/2015

Therapist: Laura Crandall
Title: Speech Pathologist

Background Information:

is a delightful little girl who has a diagnosis of Down Syndrome. She has been receiving Occupational Therapy through Sherwood ExCEL and educational therapy services through the Snohomish School District since the Fall of 2012. The family chose to add Speech Therapy in January 2014. Communication skills were initially assessed in January of 2014. At that time she was found to have significantly delayed expressive and receptive communication skills.

Therapy Goals:

initial goals were to increase her expressive sound play, begin to use some simple signs, begin to imitate some word approximations, and use simple signs or words to make requests. As the has progressed goals have changed to increasing her expressive single word vocabulary and beginning to combine words into short phrases. Receptive goals have included looking towards named items and following simple directions.

Progress/current concerns:

is now using quite a few single words her family feels she uses more than 50 words and or signs and that seems like a good estimate. She still uses single words more frequently than phrases, but will combine greeting words with family member's names and will occasionally use other combinations.

family members are able to understand many of her words without difficulty. However, for non-familiar listeners, context is usually required. Without context her speech intelligibility is very low.

is able to answer personal choice questions by either reaching towards a preference or using a word or sign. She is able to answer yes or no questions to express a desire for a specific item. She can answer some simple questions

with a words or gestures. She is able to request help or assistance although she typically yells to get help.

Summary and Recommendations:

has gained many skills in the area of both expressive and receptive communication. However, she continues to have significant needs in both areas. It is likely that inclusion in a developmental preschool program could provide with many opportunities to continue to gain communication skills. She would likely also require additional speech therapy to address speech goals and speech intelligibility.

If there are any questions or concerns about this report, please contact me by calling 425-359-1921 or emailing at lerandall@sherwoodcs.org

Laura Crandall, M.CSD, CCC-SLP

Speech-Language Pathologist Sherwood Excel Program

Sherwood, Marian



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F	r	n	m	٦.
		v		E.

Cornish, Monica

Sent:

Friday, April 17, 2015 7:23 AM

To:

Sherwood, Marian; Davison, Chris

Subject:

FW:

Rachel will be sending something on fine motor in a few weeks. She really hasn't worked that much with the fine motor due to the families concerns with walking. I did update the fine motor in the Carolina. Do you need anything else from us?

From: Rachel LaGrange [mailto:RLaGrange@sherwoodcs.org]

Sent: Thursday, April 16, 2015 11:37 AM

To: Cornish, Monica Subject: RE:

Hi Monica,

Absolutely! I popped in today but wasn't expecting me and had a very sick teen so I didn't stay long but at least got to see in action (I didn't see her last month because she was sick).

walks independently on flat surfaces for distances more than 50 feet. She raises herself to standing from the floor independently and can move from standing to squat and return to standing without losing her balance. It is beginning to walk on uneven surfaces like grass. She walks with caution and can walk on uneven surfaces independently for approximately 5 feet. It steps up a single step 3-4 inches high holding on with both hands to the doorframe. It steps down a 1-2 inch step holding an adult's hands. It quick-walks but is not yet running with good coordination. It shows good safety awareness and can climb on and off a child-sized chair and the couch. She crawls up and down stairs with supervision. She can climb on and off a riding toy. It prefers to walk barefoot but can walk in shoes also. It currently has a pair of Chipmunk DAFO shoe inserts. She previously had a pair of JumpStart LeapFrog AFOs. It does not consistently wear her AFOs.

would benefit from continued support with her motor skills in order to increase her independence and safety in the outdoor environment and with stairs. Goals might include walking on a variety of uneven surfaces without loss of balance, walking independently up and down a curb and walking up and down consecutive stairs with a handrail.

From: Cornish, Monica [mailto:Monica.Cornish@sno.wednet.edu]

Sent: Thursday, April 16, 2015 8:26 AM

To: Rachel LaGrange

Subject:

Rachel,

Is there a chance that I can get just a little write up on the progress has made with her motor and what recommendations you might make to the team next year for goals and services?

Monica Cornish, M.Ed Snohomish School District 0-3 Educator/FRC



Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799

360-563-7308

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Notice of Meeting

concerning the educational program/needs of your child. You have ication, evaluation, educational placement, and the provision of a free
Date Sent to Participants:05/23/2017
Time 2:45 PM
assistance to help you prepare for this Eligibility meeting, please dnet.edu.
eled for this student. Your participation and attendance at this meeting at a mutually agreed upon time and place. The purpose of this meeting
Review Educational Progress
Reevaluation Consideration
Other:
ation meeting:

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area:

Eligibility

Contact Type:

Consent for Evaluation

Consent Letter Date: 04/19/2017

Method	Contact Date	Consent Date	Consent	Contact Name
Letter	04/19/2017	05/03/2017	Consent	
		Comments	S:	

Notification Area: Eligibility

Contact Type:

Meeting Notification

Meeting Date:

05/25/2017

Time:

2:45 PM

Location:

CENTRAL PRIMARY CENTER

Method	Contact Date	Response Date	Response	Contact Name
Letter	05/23/2017			
		RECURSION AURORES		
		Dasmanaa Data	Docmoneo	Contact Name
Method	Contact Date	Response Date	Response	Contact Name



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Recvaluation Notific	cation / Consent
Dear Parent(s)/Guardian(s),	
We are notifying you that your child,	, requires a re-evaluation. The parent/adult student or school g the student, including related services personnel, to participate as
The re-evaluation will include assessment in the following areas:	
General Education Teacher Report Academic - Reading Academic - Math Social Emotional/Behavior Adaptive: functional reading Adaptive: functional written language	Medical-Physical Cognitive Academic - Writing Student Observation Adaptive Adaptive: functional math Adaptive: Other Fine Motor Hearing Social/Emotional (DD only) Pre-Vocational/Vocational Career-Technical Other:
When the assessments are completed, an eligibility/IEP meeting will be he that you may attend. The decision to refuse/recommend an evaluation of your child was based It has been three years since the last reevaluation. State law require continued eligibility, need for special education, related services, a provided. It has been requested by district because transition to kinderge Other	on the following: es students be reevaluated every three years to determine and to determine the appropriateness of the services being
Description of any other options considered and rejected: Not to evaluate, but this was rejected.	
These options were rejected because: The district needs to evaluate because new informat as transitions to Kindergarten in the upcoming school year.	tion is needed in order to determine programming needs
Any other factors that are relevant to the actions: None at this time Case Manager: Cassandra Mulivrana	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Recvaluation Notification / Consent
Parental Response
I understand that I have the opportunity to participate in the consideration of the areas to be assessed. I would suggest the following areas of need be considered in assessing my child:
1
2.
3,
4
TO PARENTS/GUARDIANS: In order to proceed with this reevaluation and recommend the most appropriate educational program for your child, we request your permission to conduct an individual evaluation.
It should also be understood that all information collected during this evaluation will be kept confidential and will be used only by authorized school personnel pursuant of the Family Educational Rights and Privacy Act.
This evaluation should be completed within 35 school days after the parent has given written consent for an evaluation.
I have also been provided the Notice of Procedural Safeguards for Special Education Students and Their Families that summarize protections for students who may require special education.
I give consent for my child to be evaluated.
I refuse consent for my child to be evaluated. Comments:
5/3/17
ult Student Date
Please return this form to Cassandra Mulivrana at special services.

Consent Disclaimer

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations. The district does not need your consent for a reevaluation when the district has made reasonable measures to obtain your consent for tests administered for reevaluation and you have failed to respond to these requests.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Eva	luation Summary
	Initial X Reevaluation
Student Name:	Student ID No.:
Birth Date:	Grade: P5 Age: 4
School District: Snohomish School District	School: CENTRAL PRIMARY CENTER
Evaluation Group Meeting Date: 05/25/2017	Next Three Year Reevaluation Due Date: 05/25/2020
Primary language of student: English	Primary language at home: _English
Parent(s) name(s): Parent interpreter needed? Yes X No Surrogate parent: X No Yes If yes, name:	
	ulivrana M EdS, NCSP sychologist
related services. ii. The present levels of performance and educational neiii. If any additions or modifications to the special educat to meet the measurable annual goals set out in the student appropriate, in the general curriculum. was initially evaluated prior to turning the currently in her second year at the Developmental P designed instruction in the areas of communication, She attends the AM class.	eds of the student; and ion and any necessary related services are needed to enable the student dent's individualized education program and to participate, as reee as part of her transition from birth to three services. Is reschool program at Central Primary where she receives specially social emotional, cognition, adaptive, fine and gross motor skills.
II Clinibility Degisions	
II. Eligibility Decision:	727
Meets Eligibility Criteria: X Yes No	
Identified Disability Category: Health Impairments - Students with health impairment	its are those who have limited strength, vitality or alertness, due to

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

or with a high degree of professional certainty will affect their educational performance.

According to Washington Administrative Code (WAC) 392-172A-03040(2)(b) a student must meet the following criteria

chronic or acute health problems—such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)—which adversely affects



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary

in order to be determined eligible for special education services:

- 1) The student's disabilities must meet an eligibility category
- The disabilities must have an adverse educational impact
- 3) The student must require Specially Designed Instruction (SDI)

The student meets eligibility criteria as described in WAC 392-172A-03040(2)(b).

meets eligibility requirements under the category of Developmental Delay with specially designed instruction in the areas of cognition, adaptive development, social emotional/behavior skill, communication, fine motor and gross motor skills.

Summary of Qualifications and Functioning:

According to WAC 392-172A-01035, Developmental delay requires scores of 70 or below in one area (-2.0 standard deviations) or 77 or below in two or more areas (-1.5 standard deviations) in one of five developmental areas: Cognition, Motor Skills, Communication Skills, Social/Emotional or Adaptive development. The meets eligibility requirements in the areas of cognition, adaptive development, social emotional/behavior skill, communication, fine motor and gross motor skills.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary

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

1. Special Education services including specially designed instruction:

SDI	Area Assessed	Description
Communication	Communication	continues to qualify for SDI in communication to increase expressive and receptive language and articulation skills.
Social Emotional/Behavior	Social Emotional/Behavior	qualifies and demonstrates a need for specially designed instruction in the area of Social/Emotional development.
Adaptive	Adaptive	qualifies and demonstrates a need for specially designed instruction in the area of Adaptive development.
Cognition	Cognitive	qualifies and demonstrates a need for specially designed instruction in the area of cognition.

2. Related services:

Physical Therapy

Occupational Therapy

Supplementary Aids and Services:

IV. Assurances

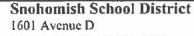
The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

Consideration of Test Bias:

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.



Snohomish, WA 98290-1799 360-563-7308

Evaluation Summary

Group Signatures (the date and signature of each professional member of the evaluation group below certifies that the evaluation report represents his/her conclusions. If the evaluation report does not reflect his/her conclusions, he/she must include a separate statement representing his/her conclusions.):

Evaluation Team Members, signatures and conclusions:	Dissenting Opinion
	5/25/17
	Date 5/25/17
	Date
General Education Teacher	Date
Special Education Teacher	5/25/17 Date
Speech Language Pathologist	5/25/17 Date
Arabelo RAL annual NSOTR/L	5-25-17
	Date 7.5
	5-25-17 Date
Then Feach	5-25-17
District Representative	Date
Other	Date
School Psychologist Intern	Date
Physical Therapist	Date
	Date
	Date



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Medical-Physical

Date: <u>05/14/2015</u>	
Medical-Physical Findings:	
Health and Developmental History thas a diagnosis of Down Syndrome.	
initial evaluation reported that vision and hearing were	both tested prior to the evaluation. wears glasses.
was screened for vision concerns by Emma Pacifixate at a variety of distances, follow a moving target, and so assessment is not necessary at this time.	kard on May 18, 2017. She demonstrated the ability to can visual information. It was determined that further
Should they be received, please forward any ophthalmology Department.	or optometry records to Emma Packard in the Vision
Medical Diagnosis Down Syndrome	
Educational Implications Children with Down Syndrome usually have developmental of will benefit from specially designed instruction to help he	delays that impact their ability to function in a school setting. er gain more age appropriate skills.
Student:	
Vision and Hearing Screening: Vision Test Date: Right Eye:	Left Eye:
Hearing Test Date: Right Ear:	
Night Zai.	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Cognitive

Significant Findings: Differential Ability Scales

The Differential Ability Scales – Second Edition (DAS-II) is an individually administered clinical instrument designed for assessing the cognitive abilities of children and adolescents from ages 2 years 6 months through 17 years 11 months. This updated version of the Differential Ability Scales provides a composite score reflecting conceptual and reasoning abilities, cluster scores measuring more specific ability areas, and individual subtest scores representing a range of diverse abilities.

The DAS-II Early Years Upper Level battery has six core subtests that form the General Conceptual Ability score, together with three cluster scores: Verbal Ability, Nonverbal Reasoning Ability, and Spatial Ability. The DAS-II Early Years Upper Level battery also yields a Special Nonverbal Composite (SNC) which is appropriate for children who are not fluent in English, those who are deaf or hard of hearing, and those with speech and language impairments. The SNC is calculated from the core subtests with the two Verbal Ability subtests excluded.

The GCA, SNC and cluster scores have a mean of 100 and a standard deviation of 15. Performance ranges for scores are: 69 and below = Very Low; 70-79 = Low: 80-89 = Below Average; 90-109 = Average; 110-119 = Above Average, 120-129 = High; 130 and above = Very High).

was tested with the DAS-II by Cassie Mulivrana, School Psychologist, on May 11, 2017. The test was scored and interpreted by Cassie Mulivrana on the same day.

- 51 Verbal Ability
- 56 Nonverbal Reasoning Ability
- 42 Spatial Ability
- 43 GCA
- 41 SNC

The Verbal Ability cluster is comprised of the Verbal Comprehension and Naming Vocabulary subtests, obtained a standard score of 51 which falls within the Very Low range. The Verbal Comprehension subtest measures receptive language and the understanding of oral instructions involving basic language concepts, was able to able to identify body parts on a picture with 80% accuracy. Could follow commands involving give me", "in", and based on function. Struggled with concepts like "behind", "under" and "on". The Naming Vocabulary subtest measures expressive language and knowledge of names. Was able to accurately name 8 out of 17 items presented, beginning at the age 2:6-3:11 start point.

The Nonverbal Reasoning Ability cluster is comprised of the Picture Similarities and Matrices subtests. obtained a standard score of 56 which falls within the Very Low range. The Picture Similarities subtest measures nonverbal reasoning by matching pictures that have a common element or concept. could match items that were exactly identical or in the same category (e.g. bears) but struggled when matching items by function (e.g. clock and watch). The Matrices subtest measures nonverbal reasoning through perception and application of relationships among abstract figures. was unable to complete any items correctly on the Matrices subtest with teaching models.

The Spatial cluster is comprised of the Copying and Pattern Construction subtests. Substantial obtained a standard score of 42 which falls within the Very Low range. The Copying subtest measures visual-perceptual matching and fine-motor coordination in copying line drawings. Was able to draw a rough circle, but for the remaining items she scribbled on the paper. The Pattern Construction subtest measures visual-perceptual matching, especially of spatial orientation, in copying block patterns. Figure 1. It is could build a tower, but was unable to copy any of the other block patterns (e.g. pyramid).

obtained standard score of 43 on the GCA falls within the Very Low range and her obtained standard score of 41 on the SNC also falls within the Very Low range.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Cognitive

Adaptive Behavior Assessment System, 3rd Edition

In addition to scores reported on the DAS-II, information from the Conceptual Composite on the ABAS-3 may also provide additional information into school performance. Obtained composite scores on the Conceptual Composite as corresponding subtests have been reported below. For a full review of last adaptive skills, pl adaptive skills, please see the Adaptive Evaluation.

CONCEPTUAL COMPOSITE

The Conceptual Composite is comprised of three subscales, including Communication, Functional Pre-Academics, and Self-Direction.

Teacher Rating: The obtained standard score of 52 on the teacher rating scales falls within the Extremely Low

teacher noted that "always" shakes her head in response to a question, says the names of people (such as teachers or classmates) and speaks clearly enough that those who do not know her can understand most of what is said. Areas of improvement ("never" or "is not able") include following on-step directions

that include "over or under", and having conversations with another person that lasts at least three minutes.

Functional Pre-Academics: teacher reports that she is "always" able to point to at least one body part when asked and "sometime"s points to pictures in books when asked. It demonstrates more difficulty (never or is not able) with tasks requiring her to name four or more shapes, sort three or more objects by size, or answer simple questions about a story

Self Direction: teacher reports that she is "always" able to choose an activity or snack when given a choice, and can find an activity to do for at least five minutes without demanding attention. "is not able" or "never" asks permission from an adult when needed, controls tempter when an object is taken away and/or stands still when needed, without fidgeting or moving around.

Parent Rating: The obtained standard score of 78 on the parent rating scales falls within the Low range.

mother reports that she "always" says a phrase with at least two words and follows simple one-step directions that include "over" or "under" but "never" uses past tense to talk about prior events or has a conversation with another person for at least three minutes.

Functional Pre-Academics: mother reports that she "always" names at least two letters when shown her own name and turns book pages one by one. "never" names most letters when shown the alphabet or reads "never" names most letters when shown the alphabet or reads

own name and turns book pages one by one, and obeys common signs (stop, do not enter, exit)
and obeys common signs (stop, do not enter, exit)

"always" tries to do things alone without an adults help and chooses
"always" tries to do things alone without an adults help and chooses works on home or school activity for at least 15 minutes without reminders.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

1. The student must have a disability

2. The student's disability adversely affects educational performance

The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for require scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (DAS-II GAC: 43, -3.80 SD; DAS-II SNC: 41, -3.93 SD). This is not only area of developmental delay (see remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of cognition.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Cognitive

Test Name: Differential Ability Scale - 2nd edition, Upper Early Years

Date(s) Given: 05/11/2017

Professional/Examiner: Cassic Mulivrana, M EdS, NCSP School Psychologist

	Standard Score	Percentile	Range	T-Score		
Cluster or Composite Score	:			l		
Verbal	51	0.1	48-65			
Nonverbal Reasoning	56	0.2	52-71			
Spatial	42	<0.1	39-51			
General Cognitive Abilities	GCA 43 SNC 41	<0.1 <0.1	40-52 38-51			
Verbal Subtests						
Verbal Comprehension				21		
Naming Vocabulary		· ·		22		
Nonverbal Subtests						
Matrices				31		
Picture Similarities				15		
Spatial Subtests						
Pattern Construction				15		
Copying			_	14		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Social Emotional/Behavior

	Social Emotional/Behavior
Si	parents requested to use the ABAS-3 Social Composite to determine eligibility and felt that too many items on other assessments that were considered (BASC-3) did not apply to and/or measure light skills accurately. Social Composite scores and corresponding subtests have been included below. For a full summary of ABAS-3 results, please see the Adaptive portion of the evaluation.
	Adaptive Behavior Assessment System, 3rd Edition
	Adaptive Behavior Assessment System, 3rd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years. The ABAS-3 may be used to assess an individual's adaptive skills for diagnosis and classification of disabilities and disorders, identification of strengths and limitations, and to document and monitor an individual's progress over time. The ABAS for ages 0-5 is comprised of the General Adaptive Composite, three domain areas (Conceptual, Social, and Practical) and ten sub scales (Communication, Community Use, Functional Pre-Academics, Home or School Living, Health and Safety, Leisure, Self-Care, Self-Direction, Social and Motor).
	The information obtained is based on parent (completed by an and developmental preschool teacher (completed by Brehanna Fraser-Burnatay) ratings of her adaptive skills using the ABAS-3 rating scale forms. The rating scales were scored and interpreted by Cassie Mulivrana, School Psychologist on May 23, 2017.
	Classifications for Composite Scores: 120 or more High 110-119 Above Average 90-109 Average 80-89 Below Average 71-79 Low 70 or less Extremely Low
	Classifications for Scaled Scores: 15 or more High 13-14 Above Average 8-12 Average 6-7 Below Average 4-5 Low 3 or less Extremely Low
	Summary of Composite Scores:
	Parent 76 Social
	Teacher 66 Social
	SOCIAL COMPOSITE
	The Social Composite is comprised of two subscales, Leisure and Social. Leisure measures skills needed for engaging in and planning leisure and recreational activities, including playing with others, engaging in recreation at home, and following rules in games.
	Teacher Rating: The obtained standard score of 66 falls within the Extremely Low range. Leisure: teacher reports that she "always" participates regularly in a specific fun activity and plays alone with toys and games. It is not able to invite others to join her to play games and other fun activities or ask classmates what they would like to do during free time at school. Social: teacher reports that she "always" responds differently to familiar and unfamiliar adults, squeats or laughs when nappy or delighted, and displays closeness to a parent. If "never" or "is not able" to refrain from
	saying or doing things that might embarrass or hurt others, or share toys willingly with others. Parent Rating: The obtained standard score of 76 falls within the Low range and indicates.

Areas of Evaluation



Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Social Emotional/Behavior

	mother reports that		pates regularly in			
			ers home for a fun	activity, plays si	imple board game	s or
saves thing	s of interest (rocks, featners,				,	
Social:	mother reports that	alwa <u>vs"</u> hugs ar	nd kisses parents	or others and im	itates actions of a	dults
(e.g. preten	ds to clean house or drive a	ar). "never"	apologizes if she	hurts the feeling	is of others or place	ces
reasonable	demands on friends.		- 48	_	•	

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

The student must have a disability

2. The student's disability adversely affects educational performance

3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Social Emotional development for would require scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (Teacher, 66, -2.26 SD; Parent, 76, -1.6 SD). This is not developmental delay (see remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of social emotional development.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Adaptive

Significant Findings:

Adaptive Behavior Assessment System, 3rd Edition

Adaptive Behavior Assessment System, 3rd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years. The ABAS-3 may be used to assess an individual's adaptive skills for diagnosis and classification of disabilities and disorders, identification of strengths and limitations, and to document and monitor an individual's progress over time. The ABAS for ages 0-5 is comprised of the General Adaptive Composite, three domain areas (Conceptual, Social, and Practical) and ten sub scales (Communication, Community Use, Functional Pre-Academics, Home or School Living, Health and Safety, Leisure, Self-Care, Self-Direction, Social and Motor).

The information obtained is based on parent (completed by state and developmental preschool teacher (completed by Brehanna Fraser-Burnatay) ratings of her adaptive skills using the ABAS-3 rating scale forms. The rating scales were scored and interpreted by Cassie Mulivrana, School Psychologist on May 23, 2017.

Classifications for Composite Scores: 120 or more High 110-119 Above Average 90-109 Average 80-89 Below Average 71-79 Low 70 or less Extremely Low

Classifications for Scaled Scores: 15 or more High 13-14 Above Average 8-12 Average 6-7 Below Average 4-5 Low 3 or less Extremely Low

Summary of Composite Scores:

Parent

74 GAC

78 Conceptual

76 Social

75 Practical

Teacher

59 GAC

52 Conceptual

66 Social

65 Practical

General Adaptive Composite:

The General Adaptive Composite (GAC) is a total score combining all of the sub scales. The obtained GAC score of 59 on the teacher rating scale form falls within the Extremely Low range and corresponds with the obtained GAC of 74 on the parent rating scale form which falls within the Low range. The GAC is broken down into three composites and ten subscales which are described below. Note: Motor is included in the GAC but not adaptive domains.

CONCEPTUAL COMPOSITE

The Conceptual Composite is comprised of three subscales, including Communication, Functional Pre-Academics, and Self-Direction.

Teacher Rating: The obtained standard score of 52 on the teacher rating scales falls within the Extremely Low range.



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Areas of Evaluation Adaptive.

Communication: teacher noted that a "always" shakes her head in response to a question, says the names of people (such as teachers or classmates) and speaks clearly enough that those who do not know her can understand most of what is said. Areas of improvement ("never" or "is not able") include following on-step directions that include "over or under", and having conversations with another person that lasts at least three minutes. Functional Pre-Academics: teacher reports that she is "always" able to point to at least one body part when asked and "sometimes" points to pictures in books when asked. It demonstrates more difficulty (never or is not able) with tasks requiring her to name four or more shapes, sort three or more objects by size, or answer simple questions about a story. Self Direction: teacher reports that she is "always" able to choose an activity or snack when given a choice, and can find an activity to do for at least five minutes without demanding attention. It is not able or "never" asks permission from an adult when needed, controls tempter when an object is taken away and/or stands still when needed, without fidgeting or moving around.
Parent Rating: The obtained standard score of 78 on the parent rating scales falls within the Low range. Communication: mother reports that she "always" says a phrase with at least two words and follows simple one-step directions that include "over" or "under" but "never" uses past tense to talk about prior events or has a conversation with another person for at least three minutes.

own name and turns book pages one by one. "never" names most letters when shown the alphabet or reads and obeys common signs (stop, do not enter, exit)

Self-Direction: "mother reports that "always" tries to do things alone without an adults help and chooses the food or snack sne wishes to eat. ""never" asks permission before playing with another child's toy or game or works on home or school activity for at least 15 minutes without reminders.

mother reports that she "always" names at least two letters when shown her

SOCIAL COMPOSITE

Functional Pre-Academics:

The Social Composite is comprised of two subscales, Leisure and Social. Leisure measures skills needed for engaging in and planning leisure and recreational activities, including playing with others, engaging in recreation at home, and following rules in games.

Teacher Rating: The obtained standard score of 66 falls within the Extremely Low range.

teacher reports that she "always" participates regularly in a specific fun activity and plays alone "is not able" to invite others to join her to play games and other fun activities or ask with tovs and games. classmates what they would like to do during free time at school.

teacher reports that she "always" responds differently to familiar and unfamiliar adults, squeals or "never" or "is not able" to refrain from laughs when nappy or delighted, and displays closeness to a parent. saying or doing things that might embarrass or hurt others, or share toys willingly with others.

Parent Rating: The obtained standard score of 76 falls within the Low range and indicates.

Leisure: mother reports that "always" participates regularly in a specific fun activity and shows interest in a toy or object by pointing to it. "never" invites others home for a fun activity, plays simple board games or saves things of interest (rocks, featners, pictures).

Social: "always" hugs and kisses parents or others and imitates actions of adults

(e.g. pretenos to clean house or drive a car). "never" apologizes if she hurts the feelings of others or places reasonable demands on friends.

PRACTICAL COMPOSITE

The Practical Composite is comprised of four subscales, Community Use, School/Home Living, Health and Safety, and Self-Care.

Teacher Rating: The obtained scaled score of 65 falls within the Extremely Low range.

School Living: teacher reports that she "always" refrains from throwing food or paper on the floor and hangs her coat or sweater in the proper place. "never" puts things in their proper place when finished usin them, or remains focused and working, even in noisy school settings. "never" puts things in their proper place when finished using

teacher reports that she "always" sits still in her chair without climbing or sliding off and Health and Safety: refrains from putting toys in her mouth. "is not able" to tell an adult if she has a stomachache or other illness, or



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Areas of Evaluation Adaptive

and drinks from a cup or glass, and attempts to use utensils (e.g. spoon) appropriately. "is not able" to button her own clothing or tie her own shoes.
Parent Rating: The obtained scaled score of 75 falls within the Low range. Community Use: mother reports that she "always" remains seating during a religious service or movie, knocks on the door or rings the bell before entering another person's home, and walks on sidewalks rather than the street. "never" asks to go to the library, finds the restroom in public places, or orders her own meals when eating out.
Home Living: mother reports that live "always" washes hands without splashing water on the floor and places dirty clothes in the proper place. The riever puts her own dirty glass or plate in the sink or dishwasher, or puts things in their proper place when finished using them.
Health and Safety: mother reports that "always" avoids bumping into objects when walking and refrains from putting non-edible objects in her mouth. "The rever" buckles her own car seat, carries scissors carefully or tells an adult if she has a stomachache or other illness.
Self-Care: mother reports that "always" feeds herself with a spoon or fork (not hands) and sits on the toilet without being held. "The "never" uses the bathroom without help, buttons own clothing, or washes her own hair.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

The student must have a disability

2. The student's disability adversely affects educational performance

care for her own minor injuries (paper cut, knee scrapes, or nosebleeds).

3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for equire scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. It is obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not if only area of developmental delay (see remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of adaptive skills.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Communication

Assessment Summary:

is a 4 year, 11 month old little girl who has attended Brehanna Fraser-Bumatay's developmental preschool class for two years. This evaluation is being conducted to determine current skill levels to assist in a placement decision for next year.

Conclusions from observations:

was happy to come to do "special work." She was easily reinforced with positive praise and tummy tickles. Her attention span to non-preferred work was short, but she could be redirected verbally. Standardized and non-standardized measures were used to assess communication skills.

Significant Findings:

The Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills, was administered on May 10 and 16, 2017. The PLS-5 uses manipulatives, photos and color drawings to asses these skills. A language sample was collected during test administration.

On the Auditory Comprehension subtest of the PLS-5, scale raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills. It is strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs.

language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a _____). Though these phrases contain two words, it is likely that the last learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers.

Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate.

According to WAC 392-172-120 and recommendations derived by the Washington Speech-Language Hearing Association, a student needs to demonstrate a standard deviation of -1.5 or below on a comprehensive standardized test to qualify for specially designed instruction (SDI). performance on the above standardized and non-standardized assessments meets eligibility criteria for SDI in the area of COMMUNICATION.



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Areas of Evaluation Fine Motor

Assessment Summary:

Occupational Therapy May 2017:

is a curious 4 year 10 month old girl attending Developmental Preschool at Central Primary Elementary. She has a diagnosis of Down Syndrome with multiple health concerns including low muscle tone and difficulty with motor tasks utilizing eye-hand coordination, hand dexterity and control, strength, balance, and fine motor precision. She wears glasses and has mild hearing loss. Her performance on daily activities continues to be impacted by her health, motivation, and ability to focus on task.

Overview of Performance: has participated in OT twice a week working to develop her fine motor skills with emphasis on building hand dexter ty, cutting, writing, drawing skills and bilateral coordination. Generally enthusiastically tries most fine motor activities. She is easily distracted and fatigues quickly with motor activities. She continues to need 1:1 assistance to sequence and complete fine motor tasks within her classroom program.

Present Levels of IEP Goals:

Previous IEP Goals:

Fine Motor- draw a circle or cross shape as modeled.

has partially met this goal, she copies a circle with symmetrical form and slightly overlapping endpoints. She copies a cross with horizontal and vertical line occasionally overlapping slightly.

2. Fine Motor- when given scissors and paper, independently orient scissors and paper in hand and cut within ½ inch of 6 inch line.

inconsistently correctly orients scissors and paper in hand and cuts within ¼ inch of a 4-6 inch line. She needs more practice to consistently cut along a line.

New IEP Goals:

- 1. Fine Motor draw a cross or square shapes with symmetrical form as modeled. is not yet imitating a cross or square shapes.
- 2. Fine Motor will write her first name with legible letter forms in sequence as modeled. needs hand-on-hand assist to trace or write her first name using upper case letters.
- 3. Fine Motor will cut out a 3-4 inch triangle or square shape within ¼ inch of cutting line using spring scissors.
 - can cut along a 4 inch line but needs assist to cut out simple shapes.

The Peabody Developmental Fine Motor Scales 2 (PDMS2) is a standardized motor test which compares a child's motor responses to same-age peers. The PDMS2 was given to on 5-8-17 in a non-sequential order with the following results: (Quotient 100 = avg, Raw Score (RS), Standard Score SS, Standard Deviation (SD) from Mean -1.5 to +1.5 = avg.)

Fine Motor Quotient 64 SS 8 1% SD -2.4
Grasping RS 43 SS 3 1%
Visual-Motor Integration RS 109 SS 5 5%

For fine motor, he held a crayon in her right hand using a 3-4 finger pronated or functional grasp. She copied a circle shape with good control. She can trace along a straight line, connect 2 dots with curved line, and handle small items with a pincer grasp. She stacked 10 blocks and is not yet copying 3-6 block patterns (wall, train, bridge, pyramid). She needs intermittent assist to orient paper and scissors in hands with thumb up for cutting. She can cut along a 6 inch line and has emerging control with cutting on curves or a circle.

Conclusions from observations:

was seen in the therapy room working 1:1 with the OT. She tried most all tasks, results are considered a valid estimate of her current skills. She was frequently distracted but easily redirected to task with prompting. She handled small items within her hands with emerging finger dexterity and control. Her motor movements are not very fluid, especially with novel tasks. The enjoys motor activities and enthusiastically participates in weekly motor activities with her peers with adult support, visual models, verbal cues, and adapted tools/ materials to organize and complete given tasks.



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Areas of Evaluation Fine Motor

Ac ey de wi pro	icant Findings: Iverse Impact Statement: demonstrates some difficulty with tasks using fine e-hand coordination, and motor control which limit her participation and success with movelopmental level. Five year old children are expected to draw and cut out simple shap the precision, use a functional grasp, write their name legibly, and use a variety of classrone needs additional help to complete classroom fine motor activities and has limited in her work at this time. She is very easily distracted from a given task and need direction to tasks. She also has limited endurance with tasks using core strength or handickly with many motor tasks.	notor activitie es, handle s coom materia nited legibility Is models ar	s at her mall objects ils and tools. y and id frequent	
be pr	develop her finefits from sensory accommodations to help her regulate her physical needs such as freferential seating, seat cushion, visual models and task strips, extra practice, prompting merging motor tasks.	requent brea	ks.	
	chele Hammond MS, OTRL 5/24/17 strict Occupational Therapist			
			THE PERSON NAMED IN	#1.4.#F



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Areas of Evaluation Gross Motor

Assessment Summary:

) is a 58 month old girl who attends preschool at Central Elementary. She has a diagnosis of Down syndrome and is being evaluated for transition from preschool to kindergarten. She was assessed at school.

Conclusions from observations:

is an adorable little girl who gets very excited when mastering new skills. She performed most tasks requested or ner. This is felt to accurately represent her gross motor skills.

Significant Findings:

was administered the PDMS-2. She is able to walk up and down stairs holding onto the handrail using a step to pattern. When given tactile cues at her left leg she is able to ascend with a reciprocal pattern but is resistant to reciprocal steps with descent. She is able to walk fast and run with reciprocal arm swing and has a very brief period where both feet are off the floor. She can kick a ball forward, throw a ball overhand and underhand, but prefers overhand and she can kneel. She is able to take one step backwards, sit on the floor and get up from lying on the floor. The can stand on tip toes for 3 seconds, and walk backwards but demonstrates difficulty with standing on one foot, jumping forward, jumping up with both feet and jumping down from elevated surfaces. She continues to have a decreased running speed but is getting closer to catching up to her peers when running in gross motor group. She is able to access playground equipment but does need more time than her peers to do so.

Adverse Educational Impact: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot.

The delays in this area impact her further progression in age appropriate motor tasks and her participation with peers in the preschool setting. It is recommended she receive physical therapy services as a related service to address these delays.

Chelsea McClenning, DPT



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Areas of Evaluation **Gross Motor**

Test Name: Peabody Developmental Motor Scale 2 - Gross Motor

Date(s) Given: 05/17/2017

Professional/Examiner: Chelsea McClenning DPT

	Quotient	Standard Score	Percentile	Standard Deviation	Age Equivalence	
Gross Motor	66		1st	-2.27		1
Total Motor						
Stationary		_ 4	2nd		28 months	
Locomotion		4	2nd		24 months	
Object Manipulation		6	9th		33 months	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notic	ee
To:	Date: 05/25/2017
PURPOSE: As a parent/guardian of a special education child or child suspected required to provide you with prior written notice whenever it proposes or refuse educational placement, or provision of a free appropriate public education to you makes a decision and before action is taken on the decision. The notice should be district takes action.	to initiate or change the identification, evaluation, in child. This notice should be given to you after a district
The purpose of this prior written notice is to inform you that we are:	
1. X proposing refusing to 2. initiate change (mark one of the above) (mark one)	ge X continue discontinue a/an one of the above)
Mark all items below that apply:	
3. Referral Evaluation Educational Placement IEP Disciplinary action that is a change of placement Disciplinary action that is a change of placement	X Eligibility Category Reevaluation
Description of the proposed or refused action: continues to qualify for special education services.	
The reason we are proposing or refusing to take action is: continues to meet eligibility requirements and demonstrates a need	for specially designed instruction.
Description of any other options considered and rejected: The evaluation team considered and rejected the option of finding	neligible.
The reasons we rejected those options were: continues to meet eligibility requirements and demonstrates a need	for specially designed instruction.
A description of each procedure, test, record, or report we used or plan to use as As described in Evaluation Report dated 5/25/17.	the basis for taking this action is as follows:
Any other factors that are relevant to the action: None.	
The action will be initiated on: 05/25/2017	
Your child has procedural protections under IDEA. These protections are explain Education Students and Their Families. If this prior written notice is given to yo (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary procedural safeguards accompanies this notice. If a copy of the Notice of Proced Their Families is not enclosed and you would like a copy or you would like help	u (1) as part of your child's initial referral for evaluation, action that constitutes a change of placement the arral Safeguards for Special Education Students and
	663-7321

Prior Written Notice

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Medicaid Consent				
Date:05/25/2017				
PURPOSE: This form asks for your consent to share the necessary information Medicaid reimbursement with the Washington State Health Care Authority, H does not affect individual benefits under Medicaid or require a co-pay or deduschool district's Director of Special Education or designee for an explanation a	ealth and Recovery Services Administration. Billing HCA etible. If you have questions regarding this request, call the			
Student's Name:	Student's SSID:			
Current School: CENTRAL PRIMARY CENTER	Date of Birth:			
State law requires the school district to submit claims for health-related services provided to special education students or students referred for special education. These services include physical therapy, occupational therapy, speech-language therapy, audiology, nursing, counseling, and psychological evaluation.				
With your permission, Snohomish School District, will submit your student's r Authority (HCA) to verify Medicaid eligibility. Such a request will in no way individualized education program (IEP).				
With your permission, we will share necessary identifying information from your child's education record to access federal Medicaid reimbursement from the Washington State Health Care Authority (HCA). If any additional Medicaid reimbursement services are added to the IEP, the school district will request additional consent. If my child no longer is served by this school district, this consent does not transfer to a new district.				
This authorization will begin on05/25/2017				
By giving consent, you are acknowledging that (1) you have been fully inform consent is sought; (2) you understand that the granting of consent is voluntary revoke consent, the revocation is not retroactive; which means that it does not	on your part and may be revoked at any time; and (3) if you			
1 give my consent to verify Medicaid eligibility with HCA and to sub	omit claims for allowable services.			
I do not give my consent to verify Medicaid eligibility with HCA and				
_5/25/ Date	<u>j7</u>			



SHOHOMISH SCHOOL DISTFICE

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

	Meeting Notice		
PURPOSE: This invitation requests your attendance at a the opportunity to participate in any meeting regarding the appropriate public education for your child.	meeting concerning the educational program/needs of your child. You have e identification, evaluation, educational placement, and the provision of a free		
To:	Date Sent to Participants:		
This meeting has been scheduled for: Date 08/30/20 Location CENTRAL PRIMARY CENTER	17 Time 2:10 PM		
If you have any questions or would like additional inform Joyce Myhre at e-mail Joyce.Myhre@sno.wednet.edu.	ation or assistance to help you prepare for this IEP meeting, please contact		
	duled for this student. Your participation and attendance at this meeting are very at a mutually agreed upon time and place. The purpose of this meeting is to		
Develop an Initial IEP	X Review Current IEP		
Discuss Transition Services	Discuss Graduation		
Discuss Annual Goal Progress	Review Instructional Needs		
Consider Termination of Services	Determine Placement		
Develop ESY	Discuss Attendance Issues		
Manifestation Determination	Behavioral Intervention Plan		
Other:			
The following are invited to attend and participate in the I Parent Parent/Guardian Special Education Teacher General Education Teacher School Psychologist	Prior Notice meeting:		
San in Education Discrete			

Special Education Director Student

Principal/Designee District Representative

Speech Language Pathologist

Occupational Therapist

Chelsea McClenning, Physical Therapist

Vision/O&M Title/LAP Counselor Other

Other: Early Childhood TOSA

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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

Meeting Notice



1601 Avenue D Snohomish, WA 98290-1799

360-563-7308

Contact Attempt Report

Notification Area: Plan

Meeting Date: 08/30/2017
Time: 2:10 PM

Location: CENTRAL PRIMARY CENTER



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

	Prior Written Notice	
To: _ Re: Student's Name: _		Date: 08/30/2017
required to provide you with prior written notified educational placement, or provision of a free a	education child or child suspected of needing spe ce whenever it proposes or refuses to initiate or c appropriate public education to your child. This n the decision. The notice should be given to you	hange the identification, evaluation, otice should be given to you after a district
The purpose of this prior written notice is t	o inform you that we are:	
1. proposing refusing (mark one of the above)	to 2. initiate A change continu (mark one of the above	
Mark all items below that apply:		
3. Referral Educational Placement Disciplinary action that is a change of placement	Initial Evaluation IEP 504 Plan	Eligibility Category Reevaluation Other: Adjustin
Description of the proposed or refused action: is Kindergarten age and will be attention day beginning after the first four weeks of	ding Kindergarten half day and Developmen f school. The minutes will be adjusted due to	tal Preschool the other half of the a longer school day.
The reason we are proposing or refusing to take Parents request.	e action is:	
Description of any other options considered ar Considered placing her in DD classroom	•	
The reasons we rejected those options were: Parents requested a regular Kindergarter	n half day program with DD preschool the oth	ner half of the day.
A description of each procedure, test, record, of Evaluation was given on 5/25/17.	or report we used or plan to use as the basis for ta	king this action is as follows:
Any other factors that are relevant to the action Evaluation results given on 5/25/£7. The parents have asked for the current place	parents requested this placement, DD Kinde	rgarten was recommended but
The action will be initiated on: _09/11/2017		
Education Students and Their Families. If this (2) as part of a request for reevaluation or (3) a procedural safeguards accompanies this notice	DEA. These protections are explained in the Not is prior written notice is given to you (1) as part of notice to you regarding disciplinary action that co. If a copy of the Notice of Procedural Safeguara like a copy or you would like help in understanding	Fyour child's initial referral for evaluation, institutes a change of placement the is for Special Education Students and
Joyce Myhre	at <u>360 563 4646</u>	
Notice of Procedural Safeguards for Special E	ducation Students and Their Families has been p	rovided to parents/guardians.

Prior Written Notice



Review Individualized Education Program (IEP) Invitation (Amendment)

PURPOSE: This invitation requests your attendance at a me the opportunity to participate in any meeting regarding the in appropriate public education for your child.	deting concerning the educational program/needs of your child. You have dentification, evaluation, educational placement, and the provision of a free
To:	Date Sent to Participants:
This meeting has been scheduled for: Date 09/07/2017 Location CENTRAL PRIMARY CENTER	Time <u>1:45 PM</u>
If you have any questions or would like additional informati Joyce Myhre at e-mail Joyce.Myhre@sno.wednet.edu.	ion or assistance to help you prepare for this IEP meeting, please contact
This is to notify you that a/an IEP meeting has been schedul important. This Review meeting must be scheduled at a mut all that apply):	led for this student. Your participation and attendance at this meeting are very tually agreed upon time and place. The purpose of this meeting is to (check
Develop an Initial IEP	Review Current IEP
Discuss Transition Services	Discuss Graduation
Discuss Annual Goal Progress	Review Instructional Needs
Consider Termination of Services	Determine Placement
Develop ESY	Discuss Attendance Issues
Manifestation Determination	Behavioral Intervention Plan
X Other: Ammend the Matrix	
The following are invited to attend and participate in the Re- Parent Special Education Teacher General Education Teacher District Representative Other	view meeting:
related services personnel, to participate. The determination extending the invitation. You may also request, by contacting invited to participate in an initial IEP meeting if your child we have a service or an initial invited to participate in an initial invited to participate.	no have knowledge or special expertise regarding the student, including of the knowledge or special expertise shall be made by the person/party ing the individual named below, that a birth to three service coordinator be was previously served through an Individualized Family Service Plan (IFSP). duals to the meeting, please let us know. This will ensure that the meeting

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





Prior Written Notice
To:
PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education services, the school district required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a distrimakes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.
The purpose of this prior written notice is to inform you that we are:
1. X proposing refusing to 2. initiate X change continue discontinue a/an (mark one of the above)
Mark all items below that apply:
3. Referral Initial Evaluation Eligibility Category Educational Placement IEP Disciplinary action that is a change of placement placement Initial Evaluation Initial Evaluation Solve Plan Other:
Description of the proposed or refused action: Is Kindergarten age and will be attending Kindergarten half day and Developmental Preschool the other half of the day beginning after the first four weeks of school. The minutes will be adjusted due to a longer school day.
The reason we are proposing or refusing to take action is: Parents request.
Description of any other options considered and rejected: Considered placing her in DD classroom.
The reasons we rejected those options were: Parents requested a regular Kindergarten half day program with DD preschool the other half of the day.
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows: Evaluation was given on 5/25/17.
Any other factors that are relevant to the action: Evaluation results given on 5/25/77. The parents requested this placement. DD Kindergarten was recommended but parents have asked for the current placement.
The action will be initiated on: 09/11/2017
Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the Notice of Procedural Safeguards for Special Education Students and Their Families is not enclosed and you would like a copy or you would like help in understanding the content, please contact:
Joyce Myhre at <u>360 563 4646</u>
Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/quardians

Prior Written Notice





Contact Attempt Report

Notification Area: Plan

Meeting Date:

08/30/2017

Time:

2:10 PM

Location:

CENTRAL PRIMARY CENTER

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

	eeting Notice
PURPOSE: This invitation requests your attendance at a meet the opportunity to participate in any meeting regarding the ideappropriate public education for your child.	ting concerning the educational program/needs of your child. You have entification, evaluation, educational placement, and the provision of a free
То:	Date Sent to Participants:
This meeting has been scheduled for: Date 08/30/2017 Location CENTRAL PRIMARY CENTER	Time 2:10 PM
If you have any questions or would like additional information Joyce Myhre at e-mail Joyce.Myhre@sno.wednet.edu.	n or assistance to help you prepare for this IEP meeting, please contact
This is to notify you that a/an IEP meeting has been scheduled important. This Prior Notice meeting must be scheduled at a re(check all that apply):	d for this student. Your participation and attendance at this meeting are very nutually agreed upon time and place. The purpose of this meeting is to
Develop an Initial IEP	X Review Current IEP
Discuss Transition Services	Discuss Graduation
Discuss Annual Goal Progress	Review Instructional Needs
Consider Termination of Services	Determine Placement
Develop ESY	Discuss Attendance Issues
Manifestation Determination	Behavioral Intervention Plan
Other:	
The following are invited to attend and participate in the Prior	r Notice meeting:
Parent Parent/Guardian Special Education Teacher General Education Teacher School Psychologist Special Education Director	

Student

Principal/Designee District Representative Speech Language Pathologist Occupational Therapist

Chelsea McClenning, Physical Therapist

Vision/O&M Title/LAP Counselor Other

Other: Early Childhood TOSA

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



Contact Attempt Report (Amendment)

Notification Area: Plan

Meeting Date:

09/07/2017

Time:

1:45 PM

Location:

CENTRAL PRIMARY CENTER

Method	Contact Date	Response Date	Response	Contact Name
In Person	08/28/2017	08/28/2017	Can Attend	



Individualized Education Program (IEP) Cover Page (Review Amendment)			
Student's Name:			
Grade: <u>K2</u> Age*: <u>{</u>	Disability (if identified): Health Impairments		
Parent/Guardian/Adult Student:	Primary language at home: English		
	Yes X No If yes, name:		
Home Address:			
Phone # (H): _	Phone # (W):		
Attending School: CENTRAL PRIMARY CENTER	ls this student's neighborhood school? Yes X No		
Most Recent Evaluation Date 05/25/2017	IEP Start Date		
Next re-evaluation must occur before05/25/2020	Next IEP Start Date must occur on or before05/31/2018		
IEP Meeting Date 09/07/2017	Date parent notified of meeting 08/28/2017		
Next IEP Meeting must occur before 05/25/2018	Date student notified of meeting		
	(if transition will be discussed)		
Primary Staff Contact: Joyce Myhre, Preschool Teacher			
Phone Number:			
	*		
The list below indicates that the individual participated in the dev	elopment of this Plan and the placement decision; it does not		
authorize consent.			
Excused Title Participant Name			
Parent Parent			
Special Education Teacher Shirlene Len	Sen I d Shulloue Herrera -		
CI .	eerson Thamm Dougly		
District Representative Linux Part			
- Hill Rolland	Meldi Particola		
Other Than Mario	Charles All Ville		
other Joyce Mynne	Staire nume		
spea teacher			
* The student must be informed at least one year prior to turn	ning 18 that the IDEA procedural safeguards (rights) transfer to		
him/her at age 18 and be provided with an explanation of thos	ing to that the IDEA procedural sateguards (rights) transfer to se procedural safeguards.		
Date informed:	Projected Graduation/Exit Date:		
Comments:			
If the parent did not attend, what method was used to ensure their	participation:		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Team Considerations (Amendment)

Meeting Date: __09/07/2017_

PURPOSE:During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.

 It is a sweet and engaging little girl who particularly enjoys music and movement activities, art, looking at books with peers and teachers, sensory play, and playing "babies" and "kitchen" in the housekeeping area. She has a diagnosis of Down Syndrome, and while she has made some great gains throughout her time in preschool, she continues to need extensive support in the classroom for learning and appropriate participation across all areas. The primary concerns of her parents at this time are in the areas of communication and social skills. Specifically their priority is for placement to be in a General Education classroom for Kindergarten next year, so that she can access maximum benefit from the peer modeling in an inclusive setting.
- The results of the student's performance on any general state or district-wide assessments. Not applicable to preschool students.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - uses speech, supported by signs, to communicate with teachers and peers. She is able to follow routine directions and single step non-routine directions, when motivated. Her speech is difficult for unfamiliar listeners to understand and even for familiar listeners, can be context dependent.
- The student's assistive technology devices and services needs.

 Picture symbols and sentence strips are used for structured request times to enhance communication (to support longer sentence length, and enhance intelligibility). As that speech and signs, and understands communicative exchange, we are not using the Picture Exchange Communication System protocol, and are not using pictures for requests extensively throughout the day. No AT equipment or services are deemed necessary at this time.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
 - does engage in some work-avoidance behaviors at times (pushing away from the table, flopping forward or turning around in her chair, pushing materials away saying "no" or "all done"), that at this point in time are fairly easily redirected and manageable in our classroom setting. These could become more of an issue impeding/interrupting her own or others' learning as the demands on her attention and the academic/language load of the classroom go up over time. She also has some behaviors that appear to be inappropriate ways of seeking attention/engagement from both peers and adults (running away in the halls or from playground/classroom, climbing onto tables/shelves, pushing/poking/grabbing at/from peers). We are trying to front-load attention during the down-times that often prompt these behaviors (e.g. waiting in line), as well as to teach her more appropriate ways of engaging. See social and adaptive goals addressing these behaviors.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.

 Not applicable; English is first language.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.



Team Considerations (Amendment)

requires bifocals and a correction for a strabisumus, but is not blind or so visually impaired that she will require braille instruction. was screened for vision concerns by Emma Packard (Teacher of the Visually Impaired) on May 18, 2017. She demonstrated the ability to fixate at a variety of distances, follow a moving target, and scan visual information. It was determined that further assessment is not necessary at this time.



Present Level of Educational Performance (Amendment)

Meeting Date: 09/07/2017

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

As a preschool aged student, and does not yet participate in the general education setting or curriculum. This will change in the coming 2017-18 school year.

» Adverse Impact Summary

exhibits developmental delays related to her genetic condition of Down Syndrome which, if not addressed through special services and specially designed instruction, will adversely impact her ability to access the general education setting and curriculum once she gets to Kindergarten next fall. Her motor, communication, cognitive, social, and adaptive delays limit her safe and appropriate independence in navigation of the various school environments & participation in gross motor activities, effective communication with teachers and peers, appropriate independence in self-care and classroom participation, and her ability to access and progress through the academic curriculum along with her typically developing peers. She requires specially designed instruction in order to make progress toward more age-appropriate skills and behaviors across developmental domains, and support participation in general education as she enters elementary school next school year.

For the last year with has had 1:1 EA assistance as a part of her IEP. She has made some great gains in her safety and independence this year, but at this time continues to require an adult to be available to her at any given moment for safety, self-care, and appropriate classroom participation. She is more independent in transitioning around the classroom, but continues to need close supervision and often a hand-hold (for safety, not physical support) when moving throughout the building and school grounds, as she does not reliably respond to directions, and continues to run away without warning (though this has reduced in frequency). She is now independent in safely accessing the playground equipment, but while she does not do it as often anymore, she does still try to flee the playground and needs someone available to prevent this/go after her. Her safety in feeding skills at snack time have improved, and she no longer requires 1:1 monitoring for safety in that context, but just an adult at the table to cue and respond to her requests, and assist her in serving herself. She is in process of toilet-training, and continues to require 1:1 supervision and assistance for this process. If group attending and participation has improved at circle time, especially during music & movement activities, but sne continues to require re-direction to remain appropriately seated and attentive during teacher talk/book-reading, and redirect/intervene with inappropriate peer interactions. During multi-step group "work" activities at the table in needs an adult available to redirect her to remain seated and attentive to instruction, and then assistance to follow inmough with the activity (for staying on-task, for understanding following the instructions, as well as for the fine-motor portions and safety with tools like scissors). If has made great gains in her purposeful and appropriate peer interactions (especially in conflict situations when she may hit/push/grab), at this time an adult nearby monitoring several children is suf

Cognitive

Cognitive development was just evaluated by Cassie Mulivrana using the DAS-II and the Conceptual Composite on the ABAS-3.

See Evaluation report dated 5/25/2017 for a full report summarizing her performance.



Present Level of Educational Performance (Amendment)

Meeting Date: <u>09/07/2017</u>

ADVERSE EDUCATIONAL IMPACT STATEMENT:

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

The student must have a disability

2. The student's disability adversely affects educational performance

The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. In the obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (DAS-II GAC: 43, -3.80 SD; DAS-II SNC: 41, -3.93 SD). This is not standard deviations are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of cognition.

PRESENT LEVELS FOR GOALS:

- 1. Color Identification: That has been working on a goal for identifying 6 basic colors by accurately pointing to, giving, or labeling the color on request. She enjoys talking about colors, and often initiates naming them, but does not do so with any consistent accuracy; she is now labeling colors accurately when shown the color sign as a controlling prompt. Receptively she is now able to identify the 4 colors red, orange, yellow and blue in a field of 4 in 3/5 trials at best, but does not perform at this level of accuracy every time. At times when she is wrong, it is still difficult to tell if she is guessing or inaccurately identifying the color I've asked for, or if she is just picking the one SHE wants/likes.
- 2. Count and Tell to 10: That has had a goal for demonstrating understanding of the quantitative & number concepts "one" "two" "three" "all" and "none" by giving/taking the specified quantity on request, which she has not met. She is typically able to perform accurately for "one", and often "all", but does not have higher numeric quantities. We are replacing this goal with a more specific counting goal (count a set of up to 10 items, and tell how many there were). She engages in counting behaviors independently and on request (pointing at things and "counting"), but requires a verbal counting model to copy in order to use correct number order beyond 2 or 3 (often says "1,2,1,2...", sometimes gets to 3 but then back to 1 or 2), and cues and assistance to maintain 1:1 correspondence (count each thing once, and only once) when counting a set in 5/5 opportunities.
- 3. I.D. name in print: mother reports that at home when she writes family member names on a magnadoodle (one at a time), it is consistently able to identify her name as her own, and is inconsistently accurate with identifying family member names. It has not demonstrated the ability to do this at school. When presented with a group of 4 printed names, including her own and 4 classmates, it is only able to accurately select her own name when the teacher points to to the correct choice (independently in o/5 opportunities at school).

Social Emotional/Behavior

Social Emotional/Behavior development was just evaluated by Cassie Mulivrana using the Social Composite of the ABAS-3. See Evaluation report dated 5/25/2017 for a full report summarizing her results.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

1. The student must have a disability

2. The student's disability adversely affects educational performance

3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Social Emotional development for



Present Level of Educational Performance (Amendment)

Meeting Date: __09/07/2017

require scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Contained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (Teacher, 66, -2.26 SD; Parent, 76, -1.6 SD). This is not contained only area of developmental delay (see remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of social emotional development.

PRESENT LEVELS FOR GOALS:

- 1. Interactive Play: maintains parallel play independently, and is beginning to engage in more interactive play. She responds to peer invitations to play, but needs adult cues and/or modeling to use words to join/initiate play (5/5 opportunities), and adult support to maintain the interactive nature of play for 5/+ minutes in 3/5 opportunities (she does at times maintain simple interactive play with peers on the playground, but most play in the classroom is solitary or parallel without adult support).
- 2. Appropriate Initiations: engages in a variety of inappropriate behaviors with both peers and adults, that typically appear to be attempts to start an interaction or seek attention, particularly during down-time/wait-time such as waiting in line, transitions, when she is not engaged with anyone/anything during free time in the classroom or playground, etc. Examples of these behaviors include growling at peers, pushing/poking/grabbing at or from peers, running away from an adult or from the playground, climbing on/under furniture, etc.); the frequency of these behaviors fluctuates over time with seasons of increase/decrease, and varies day by day. The typically needs adult cues/modeling to use more appropriate words/gestures (e.g. greet, request a hug/high-5/mand-hold, ask to play, etc.) to initiate attention/interaction in these contexts (4/5 opportunities).

Adaptive

Adaptive development was just evaluated by Cassie Mulivrana using the ABAS-3. See Evaluation report dated 572572017 for a full report summarizing her results.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

- 1. The student must have a disability
- The student's disability adversely affects educational performance
- 3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Standard deviations obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not only area of developmental delay (see remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of adaptive skills.

PRESENT LEVELS FOR GOALS:

1. Entry/Exit Routines: knows the familiar preschool entry routine (remove and hang coat and backpack, go to chair at circle), and can manage removing and hanging her things independently; she performs this routine independently at times, or with 1-2 behavioral redirections, depending on the day. also knows what to do in the preschool exit routine (get and put on coat & backpack, line up, and wait with body to self on a spot in-line); she is close to independence with getting and putting on her coat, needing 0-2 verbal/gestural cues to orient it. She needs full physical assistance to thread the zipper of her coat and to put on her backpack, and 2/+ routine-based/behavioral redirections (all in at least



Present Level of Educational Performance (Amendment)

Meeting Date: __09/07/2017__

4/5 opportunities).

- 2. Toileting: does not yet initiate the need to use the restroom, so requires an adult to take her on a schedule; given that, she stays dry between trips. She requires adult cues to initiate and move between some steps in the process (4/5 opportunities), cues and minimal physical assistance managing clothing (5/5 observations), a step-stool and balance support getting on & off toilet (5/5 observations), minimal assistance to pump soap once she goes to wash hands, and cues to scrub before rinsing her hands (4/5 opportunities).
- 3. Group Attending & Participation: In teacher-led group instructional activities (such as circle time, or teacher instructions /demonstration for projects at the table) often enjoys participating in actions and even tries to sign parts of familiar songs, but typically requires several adult redirections/prompts and/or assistance throughout a 10-15 minute activity to maintain appropriate attending and participation (remain seated with her body and attention oriented toward the teacher, keep her hands and body in her own space, participate in group oral response like counting, raise a quiet hand to get a turn/make a choice, etc. -- at least 4/5 observations).

Communication

Present levels from re-evaluation:

The Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills, was administered on May 10 and 16, 2017. The PLS-5 uses manipulatives, photos and color drawings to asses these skills. A language sample was collected during test administration.

On the Auditory Comprehension subtest of the PLS-5, property and some was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills. It is strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs.

language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a _____). Though these phrases contain two words, it is likely that has learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers.

Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. Speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate.

According to WAC 392-172-120 and recommendations derived by the Washington Speech-Language Hearing Association, a student needs to demonstrate a standard deviation of -1.5 or below on a comprehensive standardized test to qualify for specially designed instruction (SDI). performance on the above standardized and non-standardized assessments meets eligibility criteria for SDI in the area of COMMUNICATION.

Baseline data for developing IEP goals:

Labeling Pictures – uses single word to label pictures in 80% of opportunities.

Receptive - is able to follow routine two part directions with 70% accuracy

Intelligibility – is 70% intelligible in context when producing 2 syllable words frequently occurring in her own vocabulary with a familiar listener.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Present Level of Educational Performance (Amendment)

Meeting Date: __09/07/2017

Carrie Traina, MS, CCC-SLP

Fine Motor

Occupational Therapy May 2017:

is a curious 4 year 10 month old girl attending Developmental Preschool at Central Primary Elementary. She has a diagnosis of Down Syndrome with multiple health concerns including low muscle tone and difficulty with motor tasks utilizing eye-hand coordination, hand dexterity and control, strength, balance, and fine motor precision. She wears glasses and has mild hearing loss. Her performance on daily activities continues to be impacted by her health, motivation, and ability to focus on task.

Overview of Performance: has participated in OT twice a week working to develop her fine motor skills with emphasis on building hand dextenty, cutting, writing, drawing skills and bilateral coordination. Generally enthusiastically tries most fine motor activities. She is easily distracted and fatigues quickly with motor activities. She continues to need 1:1 assistance to sequence and complete fine motor tasks within her classroom program.

Present Levels of IEP Goals:

Previous IEP Goals:

Fine Motor- draw a circle or cross shape as modeled.

has partially met this goal, she copies a circle with symmetrical form and slightly overlapping endpoints. She copies a cross with horizontal and vertical line occasionally overlapping slightly.

2. Fine Motor- when given scissors and paper, independently orient scissors and paper in hand and cut within ½ inch of 6 inch line.

inconsistently correctly orients scissors and paper in hand and cuts within ¼ inch of a 4-6 inch line. She needs more practice to consistently cut along a line.

New IEP Goals:

- 1. Fine Motor draw a cross or square shapes with symmetrical form as modeled. is not yet imitating a cross or square shapes.
- 2. Fine Motor will write her first name with legible letter forms in sequence as modeled. needs hand-on-hand assist to trace or write her first name using upper case letters.
- 3. Fine Motor will cut out a 3-4 inch triangle or square shape within ¼ inch of cutting line using spring scissors. can cut along a 4 inch line but needs assist to cut out simple shapes.

The Peabody Developmental Fine Motor Scales 2 (PDMS2) is a standardized motor test which compares a child's motor responses to same-age peers. The PDMS2 was given to the following results: (Quotient 100 = avg, Raw Score (RS), Standard Score SS, Standard Deviation (SD) from Mean -1.5 to +1.5 = avg.)

Fine Motor Quotient 64 SS 8 1% SD -2.4 Grasping RS 43 SS 3 1% Visual-Motor Integration RS 109 SS 5 5%

For fine motor, the held a crayon in her right hand using a 3-4 finger pronated or functional grasp. She copied a circle shape with good control. She can trace along a straight line, connect 2 dots with curved line, and handle small items with a pincer grasp. She stacked 10 blocks and is not yet copying 3-6 block patterns (wall, train, bridge, pyramid). She needs intermittent assist to orient paper and scissors in hands with thumb up for cutting. She can cut along a 6 inch line and has emerging control with cutting on curves or a circle. The drew a person with 4 parts with prompting and models.

was seen in the therapy room working 1:1 with the OT. She tried most all tasks, results are considered a valid estimate of her current skills. She was frequently distracted but easily redirected to task with prompting. She handled small items within her hands with emerging finger dexterity and control. Her motor movements are not very fluid,



Meeting Date: __09/07/2017

tasks.

Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

 Present Level of Educational	Performance (Amendment)

especially with novel tasks. enjoys motor activities and enthusiastically participates in weekly motor activities with her peers with adult support, visual models, verbal cues, and adapted tools/ materials to organize and complete given

Adverse Impact Statement: demonstrates some difficulty with tasks using fine motor precision, eye-hand coordination, and motor control which limit her participation and success with motor activities at her developmental level. Five year old children are expected to draw and cut out simple shapes, handle small objects with precision, use a functional grasp, write their name legibly, and use a variety of classroom materials and tools. The state of needs additional help to complete classroom fine motor activities and has limited legibility and precision in her work at this time. She is very easily distracted from a given task and needs models and frequent redirection to tasks. She also has limited endurance with tasks using core strength or hand skills and fatigues quickly with many motor tasks.

Occupational Therapy will continue as a related service to help develop her fine motor skills. She also benefits from sensory accommodations to help her regulate her physical needs such as frequent breaks, preferential seating, seat cushion, visual models and task strips, extra practice, prompting, or physical assist with emerging motor tasks.

Rochele Hammond MS, OTRL 5/24/17 District Occupational Therapist

Gross Motor

Overview of Performance:

is a preschool student at Central Elementary. She has been addressing strength, balance and coordination skills to assist her in school navigation.

At school, she can navigate stairs, however she uses a step to pattern and a hand rail, with her right leg being dominant. She can independently navigate thresholds, ramps, uneven ground. It is able to ambulate the required distances in school and move through a crowd.

In the classroom, the can move between work stations, and she can scoot herself out of her cube chair, and push her chair in independently. It is able to sit at the table with appropriate posture, she can play on the floor, pick things up off the floor and she gets up from the floor through a bear position. She transfers from various surfaces safely, but needs verbal prompts to do so in a timely manner.

demonstrates difficulty with single limb balance activities as well as jumping up, jumping forward and jumping down from elevated surfaces with both feet.

Present Levels of IEP Goals:

Previous IEP Goals:

1. Last ascends and descends the stairs with reciprocal pattern and use of a handrail 0% of the time without cues. With tacture cues at her left lower extremity she ascends and descends reciprocally with 1 hand held or use of handrail.

is able to scoot in her cube chair to the desk with only verbal prompts 100% of the time.

New IEP Goals:

1. will participate in typical PE class with stand by assist, completing adaptive tasks using mobility, balance, strength, and coordination 75% time.

She needs assistance to complete motor activities and participate in PE class / gross motor gym group.

2. With model and cues, will imitate 8/ 10 body/ yoga poses with good form held 10 seconds each. currently needs assistance/ one hand support to assume and maintain body/ yoga poses.

With model and cues, will walk 3 steps forward on a balance board maintaining upright posture, needs one hand support to walk forward 3 steps on a balance board secured to floor.

Adverse Impact Statement: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot. Ideal delays in this area impact her further progression in age appropriate motor tasks and her participation with peers in the preschool setting. It is recommended she receive physical therapy services as a related service to address these delays.



Present Level of Educational Performance (Amendment)

Meeting Date: __09/07/2017

Chelsea McClenning, DPT May 2017



Measurable Annual Goals (Amendment)

Meeting Date:09/07/2017		
the student's educational needs that result fi	rom the student's disability to enable	g academic and functional goals, designed to meet each of the student to be involved and make progress in the le a baseline ("from"), a target ("to"), and a unit of
Standard: Non CCSS Goals		
Annual Goal: Communication		
Supports the student's post secondary go	als: Yes No	
By 05/30/2018, when given a picture cu	e will use a two word	phrase (le adjective + noun, noun + verb, pronoun + m using single words to label pictures 80% of the leasured by therapist and teacher data.
How will progress toward this goal be re X Copy of Goal Page Other	eported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Communication	Bury many a story of the many of the bury story and the story of the s	
Supports the student's post secondary go. By 05/30/2018, when given a novel, ver repetition improving receptive language two part directions with one repetition w	bal two part direction (give me	will follow direction with no more than one part directions with 70% accuracy to following novel y therapist and teacher data
How will progress toward this goal be re X Copy of Goal Page Other	eported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Communication		
Supports the student's post secondary go. By 05/30/2018, when given a structured her own vocabulary improving overall s an unfamiliar listener as measured by te	l learning session will speech intelligibility from 70% in c	I produce 2-syllable words, frequently occurring in ontext with a familiar listener to 70% in context with
How will progress toward this goal be re X Copy of Goal Page Other	eported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		



Measurable Annual Goals (Amendment)		
Annual Goal: Adaptive		
Supports the student's post secondary goals: Yes No		
Skill: Entry & Exit Routines (State Guidelines 1 & 4: Self-Management & Daily Living Skills)		
By 05/30/2018, when given the new multi-step classroom entry and exit routines in kindergarten, on-task to complete the routines and manage her own coat and backpack, improving self-management and dressing skills from performing the familiar preschool entry routine with 0-2 redirections, and the familiar exit routine with 0-2 cues for coat, full physical assistance for zipper and backpack, and 2/+ routine-based/behavioral redirections, to performing as above with no more than 1 cue/redirection for the routines, and independence with coat/backpack in 4/5 data probes, as measured by classroom data logs.		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other		
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Adaptive		
Supports the student's post secondary goals: Yes No Skill: Toileting (State Guideline 4: Daily Living Skills)		
By 05/30/2018, when given the need to use the restroom, will independently initiate a trip to the restroom and complete the toileting routine (pants & underpants/pull-up down, sit & attempt to void, wipe if necessary, pants & underpants up, flush, go to wash hands), with adult supervision but not assistance/cuing improving self-care skills from requiring an adult to take her on a schedule, and adult cues/minimal assistance with steps in the routine in 5/5 opportunities, to independently initiating and completing the routine as above in 5/5 data opportunities, and staying dry at school for 2 consecutive weeks, as measured by classroom data logs.		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other		
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Adaptive		
Supports the student's post secondary goals: Yes No		
Skill: Group Attending & Participation (State Guidelines 2 & 5: Social Behaviors, and Speaking & listening)		
By 05/30/2018, when given teacher led group instruction (e.g. circle time, story time, teacher instruction/demonstration for a project) will remain seated with body oriented to the teacher and "eyes on the action", keep her hands and body in her own space, participating appropriately (e.g. sing & do the actions to songs, participate in group oral response, raise a quiet hand to be called on for a turn/etc.), improving appropriate group participation skills from typically signing and attempting actions independently, but requiring several adult redirections/prompts, and/or assistance to perform as above for a 10-15 minute activity in 4/5 observations, to performing as above with no more than 2 cues/redirections in 15 minutes, for 4/5 data probes, as measured by classroom data logs.		



Measurable Annual Goals (Amendment)			
How will progress toward this goal by X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report	
Report of Student Progress: Semester	•		
Standard: Non CCSS Goals			
Annual Goal: Social Emotional/Beh	avior		
Supports the student's post secondary Skill: Interactive Play (State Guidelin			
join/initiate play with 1/+ peers, and responding to peer invitations to pla opportunities), and adult support to as above with no more than no more	y, but needing adult cues and/or model maintain the interactive nature of play f	is, improving social interactions skills from ling to use words to join/initiate play (5/5 for 5/+ minutes in 3/5 opportunities, to performing st 1 time per observed free play session, across	
How will progress toward this goal X Copy of Goal Page Other	be reported? Written in Report Card	Written Progress Report	
Report of Student Progress: Semeste	г		
Standard: Non CCSS Goals			
Annual Goal: Social Emotional/Bel	naylor		
By 05/30/2018, when given the des appropriate words and/or gestures improving social skills and attention growling, pushing/poking/grabbing amodeling to perform as above (4/5)	(Guideline 2: Interactions with peers a ire to engage with an adult or peer duri (greet, request a hug/high-5/hand-hold, -seeking behaviors from engaging in in at or from peers, running away or climb	ng non-instructional time, will use ask to play, etc.) to initiate attention/interaction appropriate attention seeking-behaviors (e.g. ing furniture, etc.) and needing adult cues and initiate attention/interaction in 4/5 observations	
How will progress toward this goal X Copy of Goal Page Other Report of Student Progress: Semeste	Written in Report Card	Written Progress Report	
Standard: Non CCSS Goals			
Annual Goal: Cognition		The second of the second secon	
Supports the student's post secondar Skill: Color I.D. (State Guideline 6:			

Measurable Annual Goals (Amendment)

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Page 16

Measurable Annual Goals (Amendment)			
red, orange, vellow and blue in a field o	to, giving, or labeling the color on reques	will identify 6 basic colors (red, orange, improving pre-academic color identification prompt, and receptively identifying the colors intifying all 6 colors as above in 4/5 trials gs.	
How will progress toward this goal be re X Copy of Goal Page Other	eported? Written in Report Card	Written Progress Report	
Report of Student Progress: Semester			
Standard: Non CCSS Goals	The second secon		
Annual Goal: Cognition			
Supports the student's post secondary go Skill: Count & Tell to 10 (State Guideline			
use correct number order beyond 2 or 3	any there are, improving early math skills at things and "counting"), but requiring a	verbal counting model to copy in order to	
How will progress toward this goal be re X Copy of Goal Page Other	eported? Written in Report Card	Written Progress Report	
Report of Student Progress: Semester			
Standard: Non CCSS Goals			
Annual Goal: Cognition			
Supports the student's post secondary gos Skill: I.D. Name (State Guideline 5: Rea			
name on request improving early readin	iently in 0/5 opportunities at school) to c	will select her own a choice or 2 to 4 only when the teacher prectly selecting her own name in 4/5 trials	
How will progress toward this goal be re X Copy of Goal Page Other	ported? Written in Report Card	Written Progress Report	
Report of Student Progress: Semester			
Standard: Non CCSS Goals			
Annual Goal: Physical Therapy			

Special Services





	Measurable Annual Goals (A)	mendment)
How will progress toward this goal be X Copy of Goal Page Other Report of Student Progress: Semester	e reported? Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy		
Supports the student's post secondary Skill: Body Poses	goals: Yes No	
By 05/30/2018, when given model an self-regulation from needing assist to (peacock, butterfly, candle, donkey, p and OT data	imitate poses to imitating 8/10 body in	yoga poses improving motor control and poses with good form held for 10 seconds each hero, tree) as measured by student performance
How will progress toward this goal be X Copy of Goal Page Other	reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy		
Supports the student's post secondary (Skill: Balance Beam	goals: Yes No	
By 05/30/2018, when given a model a on the balance board maintaining upri forward on a line or balance board to without support as measured by stude	ight posture improving balance and c walking 3 steps forward on balance h	coordination from needing assist to walk 3 steps
How will progress toward this goal be X Copy of Goal Page Other	reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		



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Program Accommodations/ Modifications and Support for School Personnel (Amendment)

N	1eet	ing	Date:	09/07/20 <u>17</u>

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate.

Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

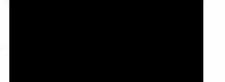
with no accommodations/modifications

X with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
PRESENTATION: Clear and specific directions/simplify directions	Daily as needed for teacher-directed tasks/assignme nts	Special Ed & General Ed	09/11/2017 to 05/30/2018
PRESENTATION: Picture sequence for multi-step directions	Daily as needed for multi-step projects/activitie s (e.g. cut, color, glue)	Special Ed & General Ed	09/11/2017 to 05/30/2018
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	09/11/2017 to 05/30/2018
SETTING: Preferential seating (specify per student needs)	as needed to allow for direct sight-line to teacher/present ation	Special Ed & General Ed	09/11/2017 to 05/30/2018
SETTING: Provide individualized/small group instruction	daily as needed for new academic content, IEP goal instruction	General Ed & Special Ed	09/11/2017 to 05/30/2018

Modification(s)	Frequency	Location	Duration m/d/y to m/d/y

Supports for School Personnel (training, professional development, etc):



Program Accommodations/ Modifications an	d Support for School Personnel	(Amendment)
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C			
Support(s)	Frequency	Location	Duration m/d/y to
2	1	ľ	m/d/y
	1	į	'



Special Education and Related Services (Amendment)

Meeting Date: <u>09/07/2017</u>

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 09/11/2017 - 10/09/2017

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related		NEW YORK	
No	Physical Therapy	PT	PT	20 Minutes / 2 Times Weekly	Special Education	09/11/2017	10/09/2017
No	Occupational Therapy	OT	OT	20 Minutes / 2 Times Weekly	Special Education	09/11/2017	10/09/2017
			Spec	ial Education			
No	Adaptive	Special Ed Teacher	Special Ed Teacher	20 Minutes / 1 Times Weekly	General Education	09/11/2017	10/09/2017
No	Cognition	Special Ed Teacher	Special Ed Teacher	20 Minutes / 1 Times Weekly	General Education	09/11/2017	10/09/2017
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	20 Minutes / 1 Times Weekly	General Education	09/11/2017	10/09/2017
No	Adaptive	Special Ed Teacher	Special Ed Teacher	11 Minutes / 4 Times Weekly	Special Education	09/11/2017	10/09/2017
No	Cognition	Special Ed Teacher	Special Ed Teacher	11 Minutes / 4 Times Weekly	Special Education	09/11/2017	10/09/2017
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	13 Minutes / 4 Times Weekly	Special Education	09/11/2017	10/09/2017
No	Communicati on	SLP	SLP	20 Minutes / 3 Times Weekly	Special Education	09/11/2017	10/09/2017

Total minutes per week student spends in school:

Total minutes per week student is served in a special education setting:

Percent of time in general education setting:

700 minutes per week

280 minutes per week

60% in General Education Setting

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Physical Therapy	PT	PT	20 Minutes / 2 Times Weekly	Special Education	10/10/2017	05/30/2018
No	Occupational Therapy	OT	ОТ	20 Minutes / 2 Times Weekly	Special Education	10/10/2017	05/30/2018
traits wife	7 - V T - F - 12 (12)		Spec	ial Education			
No	Adaptive	Special Ed Teacher	Special Ed Teacher	50 Minutes / 4 Times Weekly	Special Education	10/10/2017	05/30/2018
No	Cognition	Special Ed Teacher	Special Ed Teacher	50 Minutes / 4 Times Weekly	Special Education	10/10/2017	05/30/2018
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	55 Minutes / 4 Times Weekly	Special Education	10/10/2017	05/30/2018
No	Adaptive	Special Ed Teacher	Special Ed Teacher	20 Minutes / 1 Times Weekly	General Education	10/10/2017	05/30/2018
No	Cognition	Special Ed Teacher	Special Ed Teacher	20 Minutes / 1 Times Weekly	General Education	10/10/2017	05/30/2018



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Special Education and Related Services (Amendment)

No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	20 Minutes / I Times Weekly	General Education	10/10/2017	05/30/2018
No	Communicati on	SLP	SLP	20 Minutes / 3 Times Weekly	Special Education	10/10/2017	05/30/2018

Total minutes per week student spends in school:

Total minutes per week student is served in a special education setting:

Percent of time in general education setting:

1780 minutes per week

760 minutes per week

57.3% in General Education Setting

Supplementary Aids and Services:

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	I:1 EA assistance	Paraeducator	Special Ed Teacher	240 Minutes / 5 Times Weekly	Special Education	09/11/2017	10/09/2017
No	1:1 EA assistance	Paraeducator	Special Ed Teacher	240 Minutes / 5 Times Weekly	Special Education	10/10/2017	05/30/2018



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Special Education and Related Services (Amendment)

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the
 nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be
 achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 09/11/2017 - 10/09/2017

Placement Options for LRE	SELE	CTION	ORREASONS REJECTED		
S	Considered	Selected (only	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
Reg EC program of >= 10 hrs & SDI in EC program	- x	x -			
Reg EC program of >= 10 hrs & SDI elsewhere	X		Х	Х	
Reg EC program of < 10 hrs & SDI in EC program	X		Х	Х	
Reg EC program of < 10 hrs & SDI elsewhere	Х		Х	X	
Separate Class		1			
Service Provider Location					
Separate School					
Home			<u> </u>		
Residential Facility					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

5/31/17:For the remainder of the 2016-17 school year self-contained special education preschool classroom and therapy locations, as there are no general education preschool placements offered through the Snohomish School District. Placement for the 2017-18 school year is yet to be determined. The preschool team recommendation is for placement in the self-contained DD classroom, with supported participation in the general education kindergarten classroom and activities throughout the school day. The family does not agree with that placement, and want her to attend the general education classroom at her home area school, with resource services and a 1:1 EA. The family will now be meeting with the Special Education Directer in order to move forward with the placement discussion and final decision (final decision to be made by 6/13/17). The IEP will then need to be amended by the receiving team to reflect her new educational placement, time in General Education setting, and service minutes appropriate to her needs in that setting.

8/30/17: Due to family request and direction by Special Services Director, less is placed in a general education kindergarten

classroom in the morning and in a developmental preschool classroom in the afternoon.



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Special Education and Related Services (Amendment)						
Neighborhood School Explanation: There are no preschool classrooms at h Transportation: General PE: Regular X Yes		a school.				
Setting 2: 10/10/2017 - 05/30/2018			K			
Placement Options for LRE		CTION	OR.	REASONS REJEC	ΓED	
		Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students	
Reg EC program of >= 10 hrs & SDI in EC program	X		Х	X	Х	
Reg EC program of >= 10 hrs & SDI elsewhere	X		Х			
Reg EC program of < 10 hrs & SDI in EC program	Х		Х	Х	Х	
Reg EC program of < 10 hrs & SDI elsewhere	Х		Х	Х	Х	
Separate Class	Х	X				
Service Provider Location	Х		Х	X	X	
Separate School	X		X	X	x	
Home	X		X			
Residential Facility	Х		X			
An explanation of the extent, if any, to which and in nonacademic and extracurricular active ducation: 8/30/17: Due to family request and direct classroom in the morning and in a development.	vities, includin	g a description of	of any adaptations ne	eded for participation	n in physical	

Neighborhood School Explanation:

Riverview does not offer a preschool program.

Transportation:

Regular X Special

General PE:

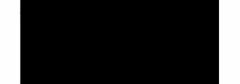
X Yes

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.



Special Education and Related Services (Amendment)					
Other Considerations: Extended School Year: Yes X No Emergency Response Protocol: Yes X No	If Yes, must complete ESY form.				



Prior Written Notice (Amendment)	
To: Re: Student's Name:	Date: 09/07/2017
PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education to provide you with prior written notice whenever it proposes or refuses to initiate or change the educational placement, or provision of a free appropriate public education to your child. This notice shakes a decision and before action is taken on the decision. The notice should be given to you in a readistrict takes action.	he identification, evaluation, would be given to you after a distric
The purpose of this prior written notice is to inform you that we are: 1. proposing refusing to 2. initiate change continue (mark one of the above)	discontinue a/an
Mark all items below that apply:	
3. Referral Educational Placement Disciplinary action that is a change of placement placement Initial Evaluation X IEP 504 Plan	Eligibility Category Reevaluation Other:
Description of the proposed or refused action: is kindergarten age and will be attending kindergarten half day and developmental presobeginning October 9th, 2017.	chool the other half of the day
The reason we are proposing or refusing to take action is: Parent request	
Description of any other options considered and rejected: Considered placing her in a DD classroom. Parents rejected and requested a regular kinders preschool classroom the other half of the day.	garten classroom with a DD
The reasons we rejected those options were: Parents requested a regular Kindergarten classroom with a DD preschool classroom the other	er half of the day.
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this Evaluation was given on 5/25/2017.	s action is as follows:
Any other factors that are relevant to the action: Evaluation results given on 5/25/2017. The parents requested this placement. DD kindergart team but parents rejected.	en was recommended by the
The action will be initiated on: 09/11/2017	
Your child has procedural protections under IDEA. These protections are explained in the <i>Notice of Paducation Students and Their Families</i> . If this prior written notice is given to you (1) as part of your cl (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitute procedural safeguards accompanies this notice. If a copy of the <i>Notice of Procedural Safeguards for Sp Their Families</i> is not enclosed and you would like a copy or you would like help in understanding the	hild's initial referral for evaluation, s a change of placement the pecial Education Students and
Joyce Myhre at	
The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this	policy is attached to this IEP.



Notification for the Disclosure of Student Information to the Washington State Health Care Authority (Amendment)

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- · obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- · may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - · risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



Medicaid Consent (Amendment)		
Date: <u>09/07/2017</u>		
PURPOSE: This form asks for your consent to share the necessary information to verify Medicaid reimbursement with the Washington State Health Care Authority, Health and does not affect individual benefits under Medicaid or require a co-pay or deductible. If school district's Director of Special Education or designee for an explanation as to why	Recovery Services Administration. Billing HCA	
Student's Name:	Student's SSID:	
Current School: CENTRAL PRIMARY CENTER	Date of Birth:	
State law requires the school district to submit claims for health-related services provided to special education students or students referred for special education. These services include physical therapy, occupational therapy, speech-language therapy, audiology, nursing, counseling, and psychological evaluation.		
With your permission, Snohomish School District, will submit your student's name and Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negative individualized education program (IEP).	birth date to the Washington State Health Care ly impact services included in your child's	
With your permission, we will share necessary identifying information from your child's education record to access federal Medicaid reimbursement from the Washington State Health Care Authority (HCA). If any additional Medicaid reimbursement services are added to the IEP, the school district will request additional consent. If my child no longer is served by this school district, this consent does not transfer to a new district.		
This authorization will begin on09/07/2017	7	
By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; and (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place.		
X I give my consent to verify Medicaid eligibility with HCA and to submit claim	s for allowable services.	
I do not give my consent to verify Medicaid eligibility with HCA and to submi refusal does not affect my child's access to services under the Individualized E	it claims for allowable services. I understand that my ducation Program.	
	*	
Signature of Parent Date		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

am (IEP) Invitation (Amendment)			
PURPOSE: 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.			
Date Sent to Participants: me _12:00 PM			
nce to help you prepare for this IEP meeting, please contact			
This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):			
eview Current IEP iscuss Graduation eview Instructional Needs etermine Placement iscuss Attendance Issues ehavioral Intervention Plan			

The following are invited to attend and participate in the Review meeting:

Parent Special Education Teacher General Education Teacher District Representative Other

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



360-563-7308

Contact Attempt Report (Amendment)

Notification Area: Plan

Meeting Date: 10/09/2017 Time:

12:00 PM

Location:

CENTRAL PRIMARY CENTER



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Individualized Education Program (IEP) Cover Page (Review Amendment)		
Student's Name:		
Grade: <u>K2</u> Age*:	Disability (if identified): Health Impairments	
Parent/Guardian/Adult Student:	Primary language at home: English	
	Yes X No If yes, name:	
Home Address:		
	Phone # (W):	
Attending School: CENTRAL PRIMARY CENTER	Is this student's neighborhood school? Yes XNo	
Most Recent Evaluation Date 05/25/2017	IEP Start Date	
Next re-evaluation must occur before 05/25/2020	Next IEP Start Date must occur on or before 05/31/2018	
IEP Meeting Date 10/09/2017	Date parent notified of meeting	
Next IEP Meeting must occur before 05/25/2018	Date student notified of meeting (if transition will be discussed)	
Driver Staff Courts to Javan Makes December Tooks	,	
Primary Staff Contact: <u>Joyce Myhre. Preschool Teacher</u> Phone Number:		
Those Hallber.		
The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not		
authorize consent.		
Excused Title Participant Name	Signature	
	_	
Parent		
Special Education Teacher		
General Education Teacher		
District Representative		
U Other		
П		
* The student must be informed at least one year prior to turn	ing 18 that the IDEA procedural safeguards (rights) transfer to	
him/her at age 18 and be provided with an explanation of thos	e procedural safeguards.	
Date informed:	Projected Graduation/Exit Date:	
Comments:		
If the parent did not attend, what method was used to ensure their participation:		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Team Considerations (Amendment)

Meeting Date: __10/09/2017

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.

 It is a sweet and engaging little girl who particularly enjoys music and movement activities, art, looking at books with peers and teachers, sensory play, and playing "babies" and "kitchen" in the housekeeping area. She has a diagnosis of Down Syndrome, and while she has made some great gains throughout her time in preschool, she continues to need extensive support in the classroom for learning and appropriate participation across all areas. The primary concerns of her parents at this time are in the areas of communication and social skills. Specifically their priority is for placement to be in a General Education classroom for Kindergarten next year, so that she can access maximum benefit from the peer modeling in an inclusive setting.
- The results of the student's performance on any general state or district-wide assessments. Not applicable to preschool students.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - uses speech, supported by signs, to communicate with teachers and peers. She is able to follow routine directions and single step non-routine directions, when motivated. Her speech is difficult for unfamiliar listeners to understand and even for familiar listeners, can be context dependent.
- The student's assistive technology devices and services needs.

 Picture symbols and sentence strips are used for structured request times to enhance communication (to support longer sentence length, and enhance intelligibility). As the has speech and signs, and understands communicative exchange, we are not using the Picture Exchange Communication System protocol, and are not using pictures for requests extensively throughout the day. No AT equipment or services are deemed necessary at this time.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
 - does engage in some work-avoidance behaviors at times (pushing away from the table, flopping forward or turning around in her chair, pushing materials away saying "no" or "all done"), that at this point in time are fairly easily redirected and manageable in our classroom setting. These could become more of an issue impeding/interrupting her own or others' learning as the demands on her attention and the academic/language load of the classroom go up over time. She also has some behaviors that appear to be inappropriate ways of seeking attention/engagement from both peers and adults (running away in the halls or from playground/classroom, climbing onto tables/shelves, pushing/poking/grabbing at/from peers). We are trying to front-load attention during the down-times that often prompt these behaviors (e.g. waiting in line), as well as to teach her more appropriate ways of engaging. See social and adaptive goals addressing these behaviors.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.

 Not applicable; English is limit first language.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.



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Team Considerations (Amendment)

requires bifocals and a correction for a strabisumus, but is not blind or so visually impaired that she will require braille instruction. I was screened for vision concerns by Emma Packard (Teacher of the Visually Impaired) on May 18, 2017. She demonstrated the ability to fixate at a variety of distances, follow a moving target, and scan visual information. It was determined that further assessment is not necessary at this time.



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Present Level of Educational Performance (Amendment)

Meeting Date: ___10/09/2017_

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

As a preschool aged student, and does not yet participate in the general education setting or curriculum. This will change in the coming 2017-18 school year.

» Adverse Impact Summary

exhibits developmental delays related to her genetic condition of Down Syndrome which, if not addressed through special services and specially designed instruction, will adversely impact her ability to access the general education setting and curriculum once she gets to Kindergarten next fall. Her motor, communication, cognitive, social, and adaptive delays limit her safe and appropriate independence in navigation of the various school environments & participation in gross motor activities, effective communication with teachers and peers, appropriate independence in self-care and classroom participation, and her ability to access and progress through the academic curriculum along with her typically developing peers. She requires specially designed instruction in order to make progress toward more age-appropriate skills and behaviors across developmental domains, and support participation in general education as she enters elementary school next school year.

For the last year what has had 1:1 EA assistance as a part of her IEP. She has made some great gains in her safety and independence this year, but at this time continues to require an adult to be available to her at any given moment for safety, self-care, and appropriate classroom participation. She is more independent in transitioning around the classroom, but continues to need close supervision and often a hand-hold (for safety, not physical support) when moving throughout the building and school grounds, as she does not reliably respond to directions, and continues to run away without warning (though this has reduced in frequency). She is now independent in safety accessing the playground equipment, but while she does not do it as often anymore, she does still try to flee the playground and needs someone available to prevent this/go after her. Her safety in feeding skills at snack time have improved, and she no longer requires 1:1 monitoring for safety in that context, but just an adult at the table to cue and respond to her requests, and assist her in serving herself. She is in process of toilet-training, and continues to require 1:1 supervision and assistance for this process. It is group attending and participation has improved at circle time, especially during music & movement activities, but she continues to require re-direction to remain appropriately seated and attentive during leacher talk/book-reading, and redirect/intervene with inappropriate peer interactions. During multi-step group "work" activities at the table in needs an adult available to redirect her to remain seated and attentive to instruction, and then assistance to follow through with the activity (for staying on-task, for understanding following the instructions, as well as for the fine-motor portions and safety with tools like scissors). In has made great gains in her purposeful and appropriate pearticipation in free-play time, and while she continues to need adult monitoring and availability to support appropriate peer interactions (

Cognitive

Cognitive development was just evaluated by Cassie Mulivrana using the DAS-II and the Conceptual Composite on the ABAS-3.

See Evaluation report dated 5/25/2017 for a full report summarizing her performance.



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Present Level of Educational Performance (Amendment)

Meeting Date: 10/09/2017

ADVERSE EDUCATIONAL IMPACT STATEMENT:

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

1. The student must have a disability

2. The student's disability adversely affects educational performance

3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (DAS-II GAC: 43, -3.80 SD; DAS-II SNC: 41, -3.93 SD). This is not standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of cognition.

PRESENT LEVELS FOR GOALS:

- 1. Color Identification: That has been working on a goal for identifying 6 basic colors by accurately pointing to, giving, or labeling the color on request. She enjoys talking about colors, and often initiates naming them, but does not do so with any consistent accuracy; she is now labeling colors accurately when shown the color sign as a controlling prompt. Receptively she is now able to identify the 4 colors red, orange, yellow and blue in a field of 4 in 3/5 trials at best, but does not perform at this level of accuracy every time. At times when she is wrong, it is still difficult to tell if she is guessing or inaccurately identifying the color I've asked for, or if she is just picking the one SHE wants/likes.
- 2. Count and Tell to 10: has had a goal for demonstrating understanding of the quantitative & number concepts "one" "two" "three" "all" and "none" by giving/taking the specified quantity on request, which she has not met. She is typically able to perform accurately for "one", and often "all", but does not have higher numeric quantities. We are replacing this goal with a more specific counting goal (count a set of up to 10 items, and tell how many there were). She engages in counting behaviors independently and on request (pointing at things and "counting"), but requires a verbal counting model to copy in order to use correct number order beyond 2 or 3 (often says "1,2,1,2...", sometimes gets to 3 but then back to 1 or 2), and cues and assistance to maintain 1:1 correspondence (count each thing once, and only once) when counting a set in 5/5 opportunities.
- 3. I.D. name in print: mother reports that at home when she writes family member names on a magnadoodle (one at a time), it is consistently able to identify her name as her own, and is inconsistently accurate with identifying family member names. The has not demonstrated the ability to do this at school. When presented with a group of 4 printed names, including her own and 4 classmates, it is only able to accurately select her own name when the teacher points to to the correct choice (independently in d/5 opportunities at school).

Social Emotional/Behavior

Social Emotional/Behavior development was just evaluated by Cassie Mulivrana using the Social Composite of the ABAS-3. See Evaluation report dated 5/25/2017 for a full report summarizing her results.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

- 1. The student must have a disability
- The student's disability adversely affects educational performance
- The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Social Emotional development for

would



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Present Level of Educational Performance (Amendment)

Meeting Date: 10/09/2017

require scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. The obtained standard scores fall within the Extremely Low to Low range and fall more than -1.5 standard deviations below the mean based on both teacher and parent rating (Teacher, 66, -2.26 SD; Parent, 76, -1.6 SD). This is not consider the remainder of evaluation report) and so qualifications for two or more areas (-1.5 standard deviations) are used to determine eligibility.

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of social emotional development.

PRESENT LEVELS GOALS:

- 1. Interactive Play: Imaintains parallel play independently, and is beginning to engage in more interactive play. She responds to peer invitations to play, but needs adult cues and/or modeling to use words to join/initiate play (5/5 opportunities), and adult support to maintain the interactive nature of play for 5/+ minutes in 3/5 opportunities (she does at times maintain simple interactive play with peers on the playground, but most play in the classroom is solitary or parallel without adult support).
- 2. Appropriate Initiations: engages in a variety of inappropriate behaviors with both peers and adults, that typically appear to be attempts to start an interaction or seek attention, particularly during down-time/wait-time such as waiting in line, transitions, when she is not engaged with anyone/anything during free time in the classroom or playground, etc. Examples of these behaviors include growling at peers, pushing/poking/grabbing at or from peers, running away from an adult or from the playground, climbing on/under furniture, etc.); the frequency of these behaviors fluctuates over time with seasons of increase/decrease, and varies day by day. Exploration to use more appropriate words/gestures (e.g. greet, request a hug/high-5/hand-hold, ask to play, etc.) to initiate attention/interaction in these contexts (4/5 opportunities).

Adaptive

Adaptive development was just evaluated by Cassie Mulivrana using the ABAS-3. See Evaluation report dated 5/25/2017 for a full report summarizing her results.

ADVERSE EDUCATIONAL IMPACT STATEMENT

Three prong rule: students determined eligible for special education services must meet all three of the following criteria:

- 1. The student must have a disability
- The student's disability adversely affects educational performance
- 3. The student's unique needs cannot be addressed through education in general education classes alone.

According to WAC 392-172A-01035, Developmental delay in the area of Adaptive development for scores of 70 or below (-2.0 standard deviations) if there is only one area of potential eligibility and scores of 77 or below (-1.5 standard deviations) if there are two or more areas of eligibility. Standard deviations below the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD). This is not confused by the mean based on both teacher and parent rating (Teacher, 59, -2.73 SD; Parent, 74, -1.73 SD).

meets eligibility requirements for special education services and demonstrates a need for specially designed instruction in the area of adaptive skills.

PRESENT LEVELS FOR GOALS:

1. Entry/Exit Routines: knows the familiar preschool entry routine (remove and hang coat and backpack, go to chair at circle), and can manage removing and hanging her things independently; she performs this routine independently at times, or with 1-2 behavioral redirections, depending on the day. The also knows what to do in the preschool exit routine (get and put on coat & backpack, line up, and wait with body to sell on a spot in-line); she is close to independence with getting and putting on her coat, needing 0-2 verbal/gestural cues to orient it. She needs full physical assistance to thread the zipper of her coat and to put on her backpack, and 2/+ routine-based/behavioral redirections (all in at least



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Present Level of Educational Performance (Amendment)

Meeting Date: 10/09/2017

4/5 opportunities).

- 2. Toileting: includes not yet initiate the need to use the restroom, so requires an adult to take her on a schedule; given that, she stays dry between trips. She requires adult cues to initiate and move between some steps in the process (4/5 opportunities), cues and minimal physical assistance managing clothing (5/5 observations), a step-stool and balance support getting on & off toilet (5/5 observations), minimal assistance to pump soap once she goes to wash hands, and cues to scrub before rinsing her hands (4/5 opportunities).
- 3. Group Attending & Participation: In teacher-led group instructional activities (such as circle time, or teacher instructions /demonstration for projects at the table) often enjoys participating in actions and even tries to sign parts of familiar songs, but typically requires several adult redirections/prompts and/or assistance throughout a 10-15 minute activity to maintain appropriate attending and participation (remain seated with her body and attention oriented toward the teacher, keep her hands and body in her own space, participate in group oral response like counting, raise a quiet hand to get a turn/make a choice, etc. at least 4/5 observations).

Communication

Present levels from re-evaluation:

The Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills, was administered on May 10 and 16, 2017. The PLS-5 uses manipulatives, photos and color drawings to asses these skills. A language sample was collected during test administration.

On the Auditory Comprehension subtest of the PLS-5, and raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills.

language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a _____). Though these phrases contain two words, it is likely that has learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers.

Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. Speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate.

According to WAC 392-172-120 and recommendations derived by the Washington Speech-Language Hearing Association, a student needs to demonstrate a standard deviation of -1.5 or below on a comprehensive standardized test to qualify for specially designed instruction (SDI). performance on the above standardized and non-standardized assessments meets eligibility criteria for SDI in the area of COMMUNICATION.

Baseline data for developing IEP goals:

Labeling Pictures - uses single word to label pictures in 80% of opportunities.

Receptive - is able to follow routine two part directions with 70% accuracy

Intelligibility – is 70% intelligible in context when producing 2 syllable words frequently occurring in her own vocabulary with a familiar listener.



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Present Level of Educational Performance (Amendment)

Meeting Date: ____10/09/2017

Carrie Traina, MS, CCC-SLP

Fine Motor

Occupational Therapy May 2017:

is a curious 4 year 10 month old girl attending Developmental Preschool at Central Primary Elementary. She has a diagnosis of Down Syndrome with multiple health concerns including low muscle tone and difficulty with motor tasks utilizing eye-hand coordination, hand dexterity and control, strength, balance, and fine motor precision. She wears glasses and has mild hearing loss. Her performance on daily activities continues to be impacted by her health, motivation, and ability to focus on task.

Overview of Performance: has participated in OT twice a week working to develop her fine motor skills with emphasis on building hand dextenty, cutting, writing, drawing skills and bilateral coordination. Generally enthusiastically tries most fine motor activities. She is easily distracted and fatigues quickly with motor activities. She continues to need 1:1 assistance to sequence and complete fine motor tasks within her classroom program.

Present Levels of IEP Goals:

Previous IEP Goals:

1. Fine Motor- draw a circle or cross shape as modeled.

has partially met this goal, she copies a circle with symmetrical form and slightly overlapping endpoints. She copies a cross with horizontal and vertical line occasionally overlapping slightly.

2. Fine Motor- when given scissors and paper, independently orient scissors and paper in hand and cut within ¼ inch of 6 inch line.

inconsistently correctly orients scissors and paper in hand and cuts within ¼ inch of a 4-6 inch line. She needs more practice to consistently cut along a line.

New IEP Goals:

- 1. Fine Motor draw a cross or square shapes with symmetrical form as modeled. is not yet imitating a cross or square shapes.
- 2. Fine Motor will write her first name with legible letter forms in sequence as modeled. Indeeds hand-on-hand assist to trace or write her first name using upper case letters.
- 3. Fine Motor will cut out a 3-4 inch triangle or square shape within ¼ inch of cutting line using spring scissors. can cut along a 4 inch line but needs assist to cut out simple shapes.

The Peabody Developmental Fine Motor Scales 2 (PDMS2) is a standardized motor test which compares a child's motor responses to same-age peers. The PDMS2 was given to some on 5-8-17 in a non-sequential order with the following results: (Quotient 100 = avg, Raw Score (RS), Standard Score SS, Standard Deviation (SD) from Mean -1.5 to +1.5 = avg.)

Fine Motor Quotient 64 SS 8 1% SD -2.4
Grasping RS 43 SS 3 1%
Visual-Motor Integration RS 109 SS 5 5%

For fine motor, the held a crayon in her right hand using a 3-4 finger pronated or functional grasp. She copied a circle shape with good control. She can trace along a straight line, connect 2 dots with curved line, and handle small items with a pincer grasp. She stacked 10 blocks and is not yet copying 3-6 block patterns (wall, train, bridge, pyramid). She needs intermittent assist to orient paper and scissors in hands with thumb up for cutting. She can cut along a 6 inch line and has emerging control with cutting on curves or a circle. The needs assist to button/ unbutton large buttons. She drew a person with 4 parts with prompting and models.

was seen in the therapy room working 1:1 with the OT. She tried most all tasks, results are considered a valid estimate of her current skills. She was frequently distracted but easily redirected to task with prompting. She handled small items within her hands with emerging finger dexterity and control. Her motor movements are not very fluid.



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Present Level of Educational Performance (Amendment)

Fresent Level of Educational Ferior mance (Amendment)
Meeting Date:
especially with novel tasks. enjoys motor activities and enthusiastically participates in weekly motor activities with her peers with adult support, visual models, verbal cues, and adapted tools/ materials to organize and complete given tasks.
Adverse Impact Statement: demonstrates some difficulty with tasks using fine motor precision, eye-hand coordination, and motor control which limit her participation and success with motor activities at her developmental level. Five year old children are expected to draw and cut out simple shapes, handle small objects with precision, use a functional grasp, write their name legibly, and use a variety of classroom materials and tools. Indicate a success additional help to complete classroom fine motor activities and has limited legibility and precision in ner work at this time. She is very easily distracted from a given task and needs models and frequent redirection to tasks. She also has limited endurance with tasks using core strength or hand skills and fatigues quickly with many motor tasks.
Occupational Therapy will continue as a related service to help develop her fine motor skills. She also benefits from sensory accommodations to help her regulate her physical needs such as frequent breaks, preferential seating, seat cushion, visual models and task strips, extra practice, prompting, or physical assist with emerging motor tasks.
Rochele Hammond MS, OTRL 5/24/17 District Occupational Therapist
Gross Motor
Overview of Performance: is a preschool student at Central Elementary. She has been addressing strength, balance and coordination skills to assist her in school navigation. At school, she can navigate stairs, however she uses a step to pattern and a hand rail, with her right leg being dominant. She can independently navigate thresholds, ramps, uneven ground. In the classroom, the can move through a crowd. In the classroom, the can move between work stations, and she can scoot herself out of her cube chair, and push her chair in independently. It is able to sit at the table with appropriate posture, she can play on the floor, pick things up off the floor and she gets up from the floor through a bear position. She transfers from various surfaces safely, but needs verbal prompts to do so in a timely manner. It demonstrates difficulty with single limb balance activities as well as jumping up, jumping forward and jumping down from elevated surfaces with both feet.
Present Levels of IEP Goals: Previous IEP Goals: 1. It ascends and descends the stairs with reciprocal pattern and use of a handrail 0% of the time without cues. With tactile cues at her left lower extremity she ascends and descends reciprocally with 1 hand held or use of handrail. 2. It is able to scoot in her cube chair to the desk with only verbal prompts 100% of the time.
New IEP Goals: 1. Will participate in typical PE class with stand by assist, completing adaptive tasks using mobility, balance, strength, and coordination 75% time. She needs assistance to complete motor activities and participate in PE class / gross motor gym group.
 With model and cues, will imitate 8/ 10 body/ yoga poses with good form held 10 seconds each. currently needs assistance/ one hand support to assume and maintain body/ yoga poses.
3. With model and cues, will walk 3 steps forward on a balance board maintaining upright posture. needs one hand support to walk forward 3 steps on a balance board secured to floor.
Adverse Impact Statement: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot. In this area impact her further progression in age appropriate motor tasks and her participation with peers in the preschool setting. It is recommended she receive physical therapy services as a related service to address these delays.



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Present Level of Educational Performance (Amendment)

Meeting Date: ___10/09/2017

Chelsea McClenning, DPT

May 2017



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Measurable Annual Goals (Amendment) Meeting Date: ___10/09/2017 PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure, Standard: Non CCSS Goals Annual Goal: Communication Supports the student's post secondary goals: Yes No By 05/30/2018, when given a picture cue will use a two word phrase (ie adjective + noun, noun + verb, pronoun + verb) to describe picture improving expressive vocabulary and syntax from using single words to label pictures 80% of the time to using two word phrases to describe pictures 60% of the time as measured by therapist and teacher data. How will progress toward this goal be reported? X Copy of Goal Page Written Progress Report Written in Report Card Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Communication Supports the student's post secondary goals: Yes No By 05/30/2018, when given a novel, verbal two part direction (give me repetition improving receptive language skills from following routine two part directions with 70% accuracy to following novel two part directions with one repetition with 70% accuracy as measured by therapist and teacher data How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Communication Supports the student's post secondary goals: Yes No By 05/30/2018, when given a structured learning session will produce 2-syllable words, frequently occurring in her own vocabulary improving overall speech intelligibility from 70% in context with a familiar listener to 70% in context with an unfamiliar listener as measured by teacher and therapist data. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals



Measurable Annual Goals (Amendment)							
Annual Goal: Adaptive							
Supports the student's post secondary goals: Yes No							
Skill: Entry & Exit Routines (State Guidelines 1 & 4: Self-Management & Daily Living Skills)							
By 05/30/2018, when given the new multi-step classroom entry and exit routines in kindergarten, will remain on-task to complete the routines and manage her own coat and backpack, improving self-management and dressing skills from performing the familiar preschool entry routine with 0-2 redirections, and the familiar exit routine with 0-2 cues for coat, full physical assistance for zipper and backpack, and 2/+ routine-based/behavioral redirections, to performing as above with no more than 1 cue/redirection for the routines, and independence with coat/backpack in 4/5 data probes, as measured by classroom data logs.							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other							
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Adaptive							
Supports the student's post secondary goals: Yes No							
Skill: Toileting (State Guideline 4: Daily Living Skills)							
By 05/30/2018, when given the need to use the restroom, complete the toileting routine (pants & underpants/pull-up down, sit & attempt to void, wipe if necessary, pants & underpants up, flush, go to wash hands), with adult supervision but not assistance/cuing improving self-care skills from requiring an adult to take her on a schedule, and adult cues/minimal assistance with steps in the routine in 5/5 opportunities, to independently initiating and completing the routine as above in 5/5 data opportunities, and staying dry at school for 2 consecutive weeks, as measured by classroom data logs.							
How will progress toward this goal be reported? X Copy of Goal Page							
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Adaptive							
Supports the student's post secondary goals: Yes No							
Supports the student's post secondary goals: Tes [] No [] Skill: Group Attending & Participation (State Guidelines 2 & 5: Social Behaviors, and Speaking & listening)							
By 05/30/2018, when given teacher led group instruction (e.g. circle time, story time, teacher instruction/demonstration for a project) will remain seated with body oriented to the teacher and "eyes on the action", keep her hands and body in her own space, participating appropriately (e.g. sing & do the actions to songs, participate in group oral response, raise a quiet hand to be called on for a turn/etc.), improving appropriate group participation skills from typically signing and attempting actions independently, but requiring several adult redirections/prompts, and/or assistance to perform as above for a 10-15 minute activity in 4/5 observations, to performing as above with no more than 2 cues/redirections in 15 minutes, for 4/5 data probes, as measured by classroom data logs.							



		Measurable Annual Goals (Am	iendment)
	rogress toward this goal f Goal Page	be reported? Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semeste	r	
Standard:	Non CCSS Goals		
Annual Coals	Social Emotional/Beh	avior	
	10	goals: Yes No See 2: Interactions with Peers)	
join/initiate pla responding to opportunities) as above with	ay with 1/+ peers, and peer invitations to pla , and adult support to no more than no more	 but needing adult cues and/or modeling maintain the interactive nature of play for 	s, improving social interactions skills from ing to use words to join/initiate play (5/5 or 5/+ minutes in 3/5 opportunities, to performing t 1 time per observed free play session, across
Transmitted in the second	rogress toward this goal of Goal Page	pe reported? Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semeste	•	
Standard:	Non CCSS Goals		أطرع كالأطال الدوائد المتاري المتاريسات
Annual Goal:	Social Emotional/Bet	avior	
		goals: Yes No () (Guideline 2: Interactions with peers an	nd adults)
	_	504	
appropriate w improving soc growling, pus modeling to p	ords and/or gestures (cial skills and attention- hing/poking/grabbing a erform as above (4/5 c	seeking behaviors from engaging in ina t or from peers, running away or climbir	ask to play, etc.) to initiate attention/interaction appropriate attention seeking-behaviors (e.g. ng furniture, etc.) and needing adult cues and initiate attention/interaction in 4/5 observations
X Copy of Other	rogress toward this goal (f Goal Page	Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semeste		
Standard:	Non CCSS Goals		
Annual Goal:	Cognition		
• •	student's post secondary D. (State Guideline 6: K		



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Measurable Annual Goals (Amendment)

skills from labeling colors accurately	ng to, giving, or labeling the color on i when shown the color sign as a conti d of 4 in 3/5 trials at best, to consister	request improving pre-academic color identification rolling prompt, and receptively identifying the colors of the first street in the colors as above in 4/5 trials
How will progress toward this goal b X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Cognition		
Supports the student's post secondary Skill: Count & Tell to 10 (State Guide		
independently and on request (pointi	many there are, improving early mating at things and "counting"), but request and assistance to main	h skins from engaging in counting behaviors rining a verbal counting model to copy in order to ntain 1:1 correspondence when counting a set in 5/5
How will progress toward this goal b X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Cognition		
Supports the student's post secondary Skill: I.D. Name (State Guideline 5: R		
By 05/30/2018, when given a set of 4 name on request improving early rea points to to the correct choice (independents) across 3 data days and 3/+ material set.	ding skills from selecting her own nar endently in 0/5 opportunities at schoo	me from a choice of z to 4 only when the teacher
How will progress toward this goal be X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy		

Measurable Annual Goals (Amendment)							
Supports the student's post secondary goals: Yes No Skill: PE Skills							
By 05/30/2018, when given a typical kindergarten PE class will participate in PE with stand by assistance improving mobility, coordination, balance and strength in age appropriate adaptive skills from participating in PE 0% of the time to participating in PE 75% of the time as measured by therapist data and EA/Teacher report.							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Fine Motor - Writing Name							
Supports the student's post secondary goals: Yes No Supports the student's post secondary goals: No Supports the student's post secondary goals: Yes No Supports the student's							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Geal: Fine motor - cutting							
Supports the student's post secondary goals: Yes No Supports the student secondary goals: Yes No Supports the student's post secondary goals: Yes No Supports the student's po							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other							
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Fine Motor - Drawing							
Supports the student's post secondary goals: Yes No							
By 05/30/2018, when given a model and prompting will draw a cross shape onto paper improving eye-hand coordination and drawing skills from being unable to copy simple shapes to copying a cross shape with symmetrical form as modeled as measured by student work and OT/ Teacher data							



Measurable Annual Goals (Amendment)							
How will progress toward this goal be reported? X Copy of Goal Page Written in Rep Other	ort Card Written Progress Report						
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Physical Therapy							
Supports the student's post secondary goals: Yes No Skill: Body Poses							
self-regulation from needing assist to imitate poses to imitati	imitate body/ yoga poses improving motor control and ng 8/10 body poses with good form held for 10 seconds each ownward dog, hero, tree) as measured by student performance						
How will progress toward this goal be reported? X Copy of Goal Page Written in Rep	ort Card Written Progress Report						
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Physical Therapy							
Supports the student's post secondary goals: Yes No Skill: Balance Beam							
By 05/30/2018, when given a model and 3-4 inch wide balar on the balance board maintaining upright posture improving forward on a line or balance board to walking 3 steps forwar without support as measured by student performance and 0	balance and coordination from needing assist to walk 3 steps d on balance board maintaining upright posture on 3/4 times						
How will progress toward this goal be reported? X Copy of Goal Page Written in Rep Other Report of Student Progress: Semester	ort Card Written Progress Report						



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Program Accommodations/ Modifications and Support for School Personnel (Amendment)

Meeting Date:10/09/2017									
PURPOSE: The purpose of this page is to document the modification student's assessed needs, in order to advance appropriately toward atta progress in the general education curriculum, and to be educated with Accommodations may be in, but not limited to, the areas of presentat any modifications listed should be discussed. This includes the earning	sining the identified non-disabled peers ion, timing/scheduli	annual goals, to be inv to the maximum exten ng, setting, aids, and fo	olved and make t appropriate.						
This student will be provided access to the general education, special non-academic activities and extracurricular activities, and education r	education, other sch elated settings:	ool services and activi	ties including						
with no accommodations/modifications with the following accommodations/modifications									
Accommodations	Frequency	Location	Duration m/d/y to m/d/y						
PRESENTATION: Clear and specific directions/simplify directions	Daily as needed for teacher-directed tasks/assignme nts	Special Ed & General Ed	10/09/2017 to 05/30/2018						
PRESENTATION: Picture sequence for multi-step directions	Daily as needed for multi-step projects/activitie s (e.g. cut, color, glue)	Special Ed & General Ed	10/09/2017 to 05/30/2018						
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	10/09/2017 to 05/30/2018						
SETTING: Preferential seating (specify per student needs)	as needed to allow for direct sight-line to teacher/present ation	Special Ed & General Ed	10/09/2017 to 05/30/2018						
SETTING: Provide individualized/small group instruction daily as needed for new academic content, IEP goal instruction									
Modification(s)	Frequency	Location	Duration m/d/y to						
			m/d/y						

Supports for School Personnel (training, professional development, etc):



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Program Accommodations/ Modifications and Support for School Personnel (Amendment)

Support(s) Frequency	ency Location	Duration m/d/y to m/d/y
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State or Districtwide Assessments of Student Achievement (Amendment)

Meeting Date:	10/09/2017
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PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), Smarter Balanced, and End-of-Course (EOC) see Guidelines on Tools, Supports, & Accommodations.

Assessment	Participati	on Accom	modations	If YES, List Accommodation(s) by Assessment
	Yes	No Yes	No	
		Cı	irrent Grade T	ests
Brigance				
Brigance				
Mathematics		X	X	
Social / Emotional Behaviors		Х	Х	
English Language Arts		Х	x	We have a second process
ESGI				
ESGI				
Reading		х	X	
Math		Х	X	
ELPA 21				
ELPA 21				
English Language Proficiency		Х	X	
State-Measurement	of Student Progr	ess (MSP)		
State-Measurement	of Student Progr	ess (MSP)		
Science		X	X	
]	Next Grade Tes	ts
Brigance				
Mathematics		X	X	
English Language Arts		X	X	
Social / Emotional Behaviors		Х	Х	
ESGI				
Math		х	l x	
Reading		X	X	
ELPA 21				
English Language Proficiency		X	X	



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Special Education and Related Services (Amendment)

Meeting Date: 10/09/2017

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 10/09/2017 - 11/19/2017

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Physical Therapy	PT	PT	20 Minutes / 2 Times Weekly	Special Education	10/09/2017	11/19/2017
No	Occupational Therapy	ОТ	OT	20 Minutes / 2 Times Weekly	Special Education	10/09/2017	11/19/2017
			Spec	ial Education			
No	Adaptive	Paraeducator	Special Ed Teacher	23 Minutes / 4 Times Weekly	Special Education	10/09/2017	11/19/2017
No	Social Emotional/Be havior	Paraeducator	Special Ed Teacher	22 Minutes / 4 Times Weekly	Special Education	10/09/2017	11/19/2017
No	Communicati on	SLP	SLP	20 Minutes / 3 Times Weekly	Special Education	10/09/2017	11/19/2017
No	Adaptive	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	10/09/2017	11/19/2017
No	Cognition	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	10/09/2017	11/19/2017
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	10/09/2017	11/19/2017

Total minutes per week student spends in school:

Total minutes per week student is served in a special education setting:

Percent of time in general education setting:

1155 minutes per week

320 minutes per week

72.29% in General Education Setting

Services 11/20/2017 - 05/30/2018

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Physical Therapy	PT	PT	20 Minutes / 2 Times Weekly	Special Education	11/20/2017	05/30/2018
No	Occupational Therapy	ОТ	ОТ	20 Minutes / 2 Times Weekly	Special Education	11/20/2017	05/30/2018
		The state of the s	Spec	ial Education			
No	Adaptive	Special Ed Teacher	Special Ed Teacher	60 Minutes / 4 Times Weekly	Special Education	11/20/2017	05/30/2018
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	60 Minutes / 4 Times Weekly	Special Education	11/20/2017	05/30/2018
No	Communicati on	SLP	SLP	20 Minutes / 3 Times Weekly	Special Education	11/20/2017	05/30/2018
No	Adaptive	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	11/20/2017	05/30/2018
No	Cognition	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	11/20/2017	05/30/2018



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Special Education and Related Services (Amendment)

	No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	11/20/2017	05/30/2018	
Total minutes per week student spends in school:			1780 m	inutes per week			_		

Total minutes per week student is served in a special education setting:

Percent of time in general education setting:

620 minutes per week

65.17% in General Education Setting

Supplementary Aids and Services:

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	1:1 EA assistance	Paraeducator	Special Ed Teacher	195 Minutes / 5 Times Weekly	General Education	10/09/2017	11/19/2017
No	1:1 EA assistance	Paraeducator	Special Ed Teacher	195 Minutes / 5 Times Weekly	General Education	11/20/2017	05/30/2018



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Special Education and Related Services (Amendment)

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the
 nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be
 achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 10/09/2017 - 11/19/2017

Placement Options for LRE	SELE	CTION	OR.	REASONS REJEC	TED
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
Reg EC program of >= 10 hrs & SDI in EC program	X	×			
Reg EC program of >= 10 hrs & SDI elsewhere					
Reg EC program of < 10 hrs & SDI in EC program					
Reg EC program of < 10 hrs & SDI elsewhere					
Separate Class					
Service Provider Location					
Separate School					
Home					
Residential Facility					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

5/31/17:For the remainder of the 2016-17 school year self-contained special education preschool classroom and therapy locations, as there are no general education preschool placements offered through the Snohomish School District.

The preschool team recommendation is for placement in the self-contained DD classroom, with supported participation in the general education kindergarten classroom and activities throughout the school day. The family does not agree with that placement, and want her to attend the general education classroom at her home area school, with resource services and a 1:1 EA. The family will now be meeting with the Special Education Directer in order to move forward with the placement discussion and final decision (final decision to be made by 6/13/17). The IEP will then need to be amended by the receiving team to reflect her new educational placement, time in General Education setting, and service minutes appropriate to her need in that setting.

8/30/17: Due to family request and direction by Special Services Director, less is placed in a general education kindergarten classroom in the morning and in a developmental preschool classroom in the afternoon.



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Special Education and Related Services (Amendment)

Neighborhood School Explanation: There are no preschool classrooms at h	ner home area	a school.			
Transportation: Regular General PE: X Yes	X Special No				
Setting 2: 11/20/2017 - 05/30/2018					
Placement Options for LRE		CTION	OR.	REASONS REJEC	
	Considered	Selected (only I)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
Reg EC program of >= 10 hrs & SDI in EC program	×	X			
Reg EC program of >= 10 hrs & SDI elsewhere	×		X		
Reg EC program of < 10 hrs & SDI in EC program	Х		Х	Х	Х
Reg EC program of < 10 hrs & SDI elsewhere	×		X	X	Х
Separate Class	X		X	X	
Service Provider Location	X		X	X	X
Separate School	Χ		X	= X	X
Home	X		X		
Residential Facility	X		X		
An explanation of the extent, if any, to which and in nonacademic and extracurricular active ducation: 8/30/17: Due to family request and direct classroom in the morning and in a development.	ivities, includir	ng a description	of any adaptations no	eded for participation ed in a general educ	n in physical
Neighborhood School Explanation: Riverview does not offer a preschool pro					
Transportation: Regular General PE: X Yes	X Special No				
Parent Notification Procedures:					
The district has a procedure for notifying is attached to this IEP.	g parents reg	arding the use	of restraint or isola	tion. A copy of the	district's procedure



Special	Education and	i Related Services ((Amendment)

Other Considerations:	
Extended School Year: Yes X	No If Yes, must complete ESY form.
Emergency Response Protocol: Yes X	No



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice (Amendment)	
To:Re: Student's Name:	Date: 10/09/2017
PURPOSE:As a parent/guardian of a special education child or child suspected of needing special education serving required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identifice educational placement, or provision of a free appropriate public education to your child. This notice should be gimakes a decision and before action is taken on the decision. The notice should be given to you in a reasonable and district takes action.	cation, evaluation, iven to you after a district
The purpose of this prior written notice is to inform you that we are:	
1. proposing refusing to 2. initiate a change continue discontinue (mark one of the above)	ue a/an
Mark all items below that apply:	
3. Referral Initial Evaluation Educational Placement JEP Disciplinary action that is a change of placement Disciplinary action that is a change of placement	Eligibility Category Reevaluation Other:
Description of the proposed or refused action: It is kindergarten age and has been in Mrs. Leeman's classroom this year until after lunch. She there Mrs. Jensen's classroom until 12:50. was going to transition into a full day starting October 9th but Mrs. The she feels is not quite ready for the full day and that it would be better to wait. The next full day is November 20th.	t after speaking with
The reason we are proposing or refusing to take action is: After discussing the transition to full day with Mrs. she decided isn't quite ready for the full date for a full time schedule is November 20th.	day. The next target
Description of any other options considered and rejected: The rejected option was to let go full days now but Mrs. feels is not quite ready for the	fuil day.
The reasons we rejected those options were: is not quite ready for the full day as decided by Mrs.	
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is A phone call was made to the family to discuss whether is ready for the full day which would afternoon in Mrs. Jensen's prescription class.	
Any other factors that are relevant to the action: Mrs. Myhre, Learning Support teacher will check back with transition to full time days here at Central.	arget date to
The action will be initiated on: 10/10/2017	
Your child has procedural protections under IDEA. These protections are explained in the <i>Notice of Procedural Education Students and Their Families</i> . If this prior written notice is given to you (1) as part of your child's initia (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change procedural safeguards accompanies this notice. If a copy of the <i>Notice of Procedural Safeguards for Special Educ Their Families</i> is not enclosed and you would like a copy or you would like help in understanding the content, please of the procedural safeguards and you would like a copy or you would like help in understanding the content, please of the procedural safeguards are safety to the procedural safeguards and you would like a copy or you would like help in understanding the content, please of the procedural safeguards are safety to the procedural safety to the procedural safeguards are safety to the procedural safety to the procedu	al referral for evaluation, e of placement the cation Students and
at	

The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority (Amendment)

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- · obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- · may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



Medicaid Consent (Amendment)	
Date:10/09/2017	
PURPOSE: This form asks for your consent to share the necessary information to verify Medicaid reimbursement with the Washington State Health Care Authority, Health and R does not affect individual benefits under Medicaid or require a co-pay or deductible. If y school district's Director of Special Education or designee for an explanation as to why the	decovery Services Administration. Billing HCA on have questions regarding this request, call the
Student's Name:	Student's SSID:
Current School: CENTRAL PRIMARY CENTER	Date of Birth:
State law requires the school district to submit claims for health-related services provided for special education. These services include physical therapy, occupational therapy, specounseling, and psychological evaluation.	to special education students or students referred ech-language therapy, audiology, nursing,
With your permission, Snohomish School District, will submit your student's name and b Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negatively individualized education program (IEP).	irth date to the Washington State Health Care impact services included in your child's
With your permission, we will share necessary identifying information from your child's reimbursement from the Washington State Health Care Authority (HCA). If any addition the IEP, the school district will request additional consent. If my child no longer is served transfer to a new district.	al Medicaid reimbursement services are added to
This authorization will begin on 10/09/2017	
By giving consent, you are acknowledging that (1) you have been fully informed of all in consent is sought; (2) you understand that the granting of consent is voluntary on your parevoke consent, the revocation is not retroactive; which means that it does not negate any	rt and may be revoked at any time; and (3) if you
I give my consent to verify Medicaid eligibility with HCA and to submit claims	for allowable services.
1 do not give my consent to verify Medicaid eligibility with HCA and to submit refusal does not affect my child's access to services under the Individualized Education.	claims for allowable services. I understand that my ucation Program.
Signature of Parent Date	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Review Individualized Education Program (IEP) Invitation

To:	Date Sent to Participants: 04/17/2018
This meeting has been scheduled for: Date 05/15. Location CENTRAL PRIMARY CENTER	/2018 Time 3:15 PM
If you have any questions or would like additional info Joyce Myhre at e-mail joyce.myhre@sno.wednet.edu	ormation or assistance to help you prepare for this IEP meeting, please contact.
This is to notify you that a/an IEP meeting has been so important. This Review meeting must be scheduled at all that apply):	cheduled for this student. Your participation and attendance at this meeting are very a mutually agreed upon time and place. The purpose of this meeting is to (check
important. This Review meeting must be scheduled at	cheduled for this student. Your participation and attendance at this meeting are very a mutually agreed upon time and place. The purpose of this meeting is to (check
important. This Review meeting must be scheduled at all that apply):	a mutually agreed upon time and place. The purpose of this meeting is to (check
important. This Review meeting must be scheduled at all that apply): Develop an Initial IEP	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP
important. This Review meeting must be scheduled at all that apply): Develop an Initial IEP Discuss Transition Services	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP Discuss Graduation
important. This Review meeting must be scheduled at all that apply): Develop an Initial IEP Discuss Transition Services Discuss Annual Goal Progress	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP Discuss Graduation Review Instructional Needs
important. This Review meeting must be scheduled at all that apply): Develop an Initial IEP Discuss Transition Services Discuss Annual Goal Progress Consider Termination of Services	X Review Current IEP Discuss Graduation Review Instructional Needs Determine Placement

Parent
Parent/Guardian
Special Education Teacher
General Education Teacher
District Representative
Other
Erin Matthews, MS, OTR/L, Occupational Therapist
Physical Therapist
SLP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



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Contact Attempt Report

Notification Area: Plan

Meeting Date: 05/

05/15/2018

Time:

3:15 PM

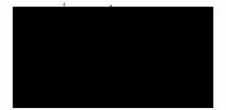
Location:

CENTRAL PRIMARY CENTER

Method	Contact Date	Response Date	Response	Contact Name
Letter	04/17/2018	04/17/2018	Can Attend	



Individualized Education Pro	ogram (IEP) Cover rage (Review)				
Student's Name: E					
Grade: <u>K2</u> Age*:					
Parent/Guardian/Adult Student:	Primary language at home: English				
Parent interpreter needed? Yes X No Surrogate parent:	Yes X No If yes, name:				
Home Address:					
Phone # (H): _	Phone # (W):				
Attending School: CENTRAL PRIMARY CENTER	Is this student's neighborhood school? Yes X No				
Most Recent Evaluation Date 05/25/2017	IEP Start Date				
Next re-evaluation must occur before05/25/2020_	Next IEP Start Date must occur on or before05/16/2019				
IEP Meeting Date <u>05/15/2018</u>	Date parent notified of meeting				
Next IEP Meeting must occur before05/15/2019	Date student notified of meeting				
(if transition will be discussed)					
Primary Staff Contact: Joyce Myhre. Resource Room Teach	er				
Phone Number:					
20.00 A					
The list below indicates that the individual participated in the dev	relopment of this Plan and the placement decision; it does not				
authorize consent.	Maria de la companya del companya de la companya de la companya del companya de la companya del la companya del la companya de				
Excused Title Participant Name					
Parent					
_					
Parent/Guardian					
Special Education Teacher JOYCE N	MINE GOGO MYONE				
General Education Teacher Shannon La	reman thumm human				
T. I.T.					
District Representative Jammy Jon	Mi Toll Stand				
Other Wendy Stegail Tas	A Minery Hydre				
Occupational Therapist . Erin Matthews, MS. OTR/L	Enin Matter 18, OTHIL				
i it ald too s	OF Melineth DPT				
□ SLP Carolyn Traina	Canolyn + Traina				
- Clamic Burl					
* The student must be informed at least one year prior to turn	ning 18 that the IDE A procedural safeguards (rights) transfer to				
him/her at age 18 and be provided with an explanation of tho	se procedurai saieguarus.				
Date informed:	Projected Graduat on/Exit Date:				



	Individualized Education Program (IEP) Cover Page (Review)					
Comments:						
If the parent did not attend, what method was used to ensure their participation:						
•						



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Team Considerations

Meeting Date:05/15/2018
PURPOSE:During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP te document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)
The strengths of the student and the concerns of the parents for enhancing the education of their child. Parent comments: strength as a student is most importantly her desire to learn. which are her main modes of accessing educational material. Our concerns as her parents and part of the IEP team is providing with educational opportunities that suit her strengths. Supporting new opportunities for expressive speech. Teacher comments: With support, the has developed many of the readiness to learn behaviors necessary for success in kindergarten. She regularly attends to whole group shared reading and shared calendar lessons. She is engaging more in peer interactions during play time. The strengths of the student and the concerns of the parents for enhancing the education of their child. The strengths of the student and the concerns as her parents and part of the IEP team. The parents are followed to subjects without relying on her weaknesses, ie; fine motor and expressive speech. Teacher comments: With support, the support of the readiness to learn behaviors necessary for success in kindergarten. She regularly attends to whole group shared reading and shared calendar lessons. She is engaging more in peer interactions during play time. The strengths are interesting to support for all transitions for transitions from activity within the classroom and walking to and from the classroom to specialists and recess. There is a safety concern when she runs from the line needs support for all transitions outside the classroom including getting to and from the bathroom.
The results of the student's performance on any general state or district-wide assessments. The ESGI test was administered in January of 2018, scores- Math: 0 Literacy: 0
The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Speech and language skills have grown over the year. She is using longer utterances, but her speech can be hard to understand out of context. She is also responding to questions and directions more rapidly.
The student's assistive technology devices and services needs. Not a need at this time.
In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior. behavior does not impede the learning of others. lack of attention and focus on the learning being presented does impede her learning.
In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP. Not applicable
In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student. wears glasses daily.



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Present Level of Educational Performance

Meeting Date: __05/15/2018_

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

Comments from the General Education Teacher:

class, who has one-on-one para-educator support. The kindergarten curriculum is adapted by the Special and Regular Education teachers.

In the confines of the classroom, is thrives on structure and routine in her day. With individualized teacher prompts and redirection, and can do things like unpack/pack, get to work on familiar tasks, transition to different learning settings within the classroom, serve as helper of the day, make autonomous choices for play time with peers, and so on. For safety, she requires adult supervision anytime she leaves the classroom.

In the confines of the classroom, is thrives on structure and routine in her day. With individualized teacher prompts and redirection, serve as helper of the day, make autonomous choices for play time with peers, and so on. For safety, she requires adult supervision anytime she leaves the classroom.

In the confines of the Special and Regular is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom, is adapted by the Special and Regular in the Classroom in the Classroom is adapted by the Special and Regular in the Classroom is adapted by the Special and Regular in the Classroom is adapted by the Special and Regular in the Classroom in the Cla

» Adverse Impact Summary

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

(i) Is due to chronic or acute health problems such as (but not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a student's educational performance.

qualifies in the areas of Cognition, Adaptive, Social Emotional/ Behavior, Communication and related services in Occupational Therapy and Physical Therapy.

Cognitive

(From Last Locked Evaluation 05/25/2017)

The Verbal Ability cluster is comprised of the Verbal Comprehension and Naming Vocabulary subtests.

obtained a standard score of 51 which falls within the Very Low range. The Verbal Comprehension subtest measures receptive language and the understanding of oral instructions involving basic language concepts.

was able to able to identify body parts on a picture with 80% accuracy.

could follow commands involving "give me, "in", and based on function.

struggled with concepts like "behind", "under" and "on". The Naming Vocabulary subtest measures expressive language and knowledge of names.

was able to accurately name 8 out of 17 items presented, beginning at the age 2:6-3:11 start point.

The Nonverbal Reasoning Ability cluster is comprised of the Picture Similarities and Matrices subtests. The obtained a standard score of 56 which falls within the Very Low range. The Picture Similarities subtest measures nonverbal reasoning by matching pictures that have a common element or concept. The could match items that were exactly identical or in the same category (e.g. bears) but struggled when matching items by function (e.g. clock and watch). The Matrices subtest measures nonverbal reasoning through perception and application of relationships among abstract figures.

The Spatial cluster is comprised of the Copying and Pattern Construction subtests. To obtained a standard score of 42



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Present Level of Educational Performance

Meeting Date:05/15/2018
which falls within the Very Low range. The Copying subtest measures visual-perceptual matching and fine-motor coordination in copying line drawings. was able to draw a rough circle, but for the remaining items she scribbled on the paper. The Pattern Construction subtest measures visual-perceptual matching, especially of spatial orientation, in copying block patterns. Could build a tower, but was unable to copy any of the other block patterns (e.g. pyramid).
obtained standard score of 43 on the GCA falls within the Very Low range and her obtained standard score of 41 on the SNC also falls within the Very Low range.
can count to 3 independently on a somewhat consistent basis, she can say E and M letters when shown letters that we've worked on 50% of the time, she can match colors and the basic shapes (circle, square, rectangle and triangle). She can pull her name card (out of several name cards 30% of the time. We are practicing counting to 5 and with 70% accuracy.
Brigance: E-6 Visual Discrimination: F-1 Understands Number concepts: Can match circle, rectangle and square. F-2 Counts by rote: When counting will sometimes repeat one, two, three then goes to five but she is not consistent in her counting. F-4 Identifies Shapes: F-5 Sorts objects (by one attribute) Can sort blue and small
Raseline Data: is able to name yellow, blue, green and red. She is able to match red, blue, yellow, green, orange, purple, black and brown. When given a set of up to 10 objects and asked "how many?" is able to count to 3. When given an opportunity to recognize and say letters; as able to identify the letters in her name with 50% accuracy.
Adverse Impact Statements: Per Common Core State Standards; kindergarten students are able to with prompting and support, ask and answer questions about key details in a text (CCSS: RL.K.1) They are able to with prompting and support, ask and answer questions about key details in a text (CCSS: RI.K.1). They are able to demonstrate understanding of the organization and basic features of print (CCSS: RF.K.1).
Per Common Core State Standards; kindergarten students are able to count to 100 by ones and by tens (CCSS: K.CC.A.1) They are able to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations (CCSS: K.OA.A.1) They are able to describe measurable attributes of objects, such as length or weight (CCSS: K.MD.A.1).
requires specially designed instruction in cognition to make progress.
Social Emotional/Behavior
(From Last Locked Evaluation 05/25/2017) The Social Composite is comprised of two subscales, Leisure and Social. Leisure measures skills needed for engaging in and planning leisure and recreational activities, including playing with others, engaging in recreation at home, and following rules in games.
Teacher Rating: The obtained standard score of 66 falls within the Extremely Low range. Leisure: teacher reports that she "always" participates regularly in a specific fun activity and plays alone with toys and games. "is not able" to invite others to join her to play games and other fun activities or ask classmates what they would like to do during free time at school.
Social: teacher reports that she "always" responds differently to familiar and unfamiliar adults, squeals or laughs when the control or delighted, and displays closeness to a parent. The "never" or "is not able" to refrain from saying
1200



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Present Level of Educational Performance

Meeting Date: <u>05/15/2018</u> or doing things that might embarrass or hurt others, or share toys willingly with others. Parent Rating: The obtained standard score of 76 falls within the Low range and indicates.

Leisure: The obtained standard score of 76 falls within the Low range and indicates.

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The obtained standard score of 76 falls within the Low range and 18 falls within the Low toy or object by pointing to it. "never in things of interest (rocks, feathers, pictures). mother reports that <u>"always"</u> hugs and kisses parents or others and imitates actions of adults (e.g. pretends to clean house or drive a car). "never" apologizes if she hurts the feelings of others or places reasonable demands on friends. Current Data: uses words to initiate play 10% of the times during playtime with peers, she solves conflict 75% of the times with inappropriate actions unless adult prompting, she accesses recess without any problems when the para-educator says 'go play'(she usually plays on her own unless someone else initiates playing with her)during snack time she sits down and drinks her water and may nibble at her snack but is attending to the song playing on the Smart Board. When re-directed understands what is being asked but often says 'no.' like scarpet time and with defined boundaries (is seared on the far side of the room where it is hard for her to leave) will sit quietly but is not participating in the discussions. Baseline Data for goal: When given classroom and playground free play opportunities with peers less is able to respond to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 90% opportunities. When given a situation with a conflict with an adult or peer during non-instructional time is currently pushing others away or grabbing what she wants 75% of opportunities. Adverse Educational Impact: Kindergarten students are able to use words to communicate with others and maintain play for at least 10 minutes and resolve a conflict using appropriate words. requires specially designed instruction in social/emotional behavior to make progress. Adaptive (From Last Locked Evaluation 05/25/2017)
The Conceptual Composite is comprised of three subscales, including Communication, Functional Pre-Academics, and Self-Direction. Teacher Rating: The obtained standard score of 52 on the teacher rating scales falls within the Extremely Low range. Communication: teacher noted that "always" shakes her head in response to a question, says the names of people (such as teachers or classmates) and speaks clearly enough that those who do not know her can understand Communication: most of what is said. Areas of improvement ("never" or "is not able") include following on-step directions that include "over or under", and having conversations with another person that lasts at least three minutes. Functional Pre-Academics: teacher reports that she is "always" able to point to at least Functional Pre-Academics: teacher reports that she is "always" able to point to at least one body part when asked and "sometimes" points to pictures in books when asked. demonstrates more difficulty (never or is not able) with tasks requiring her to name four or more shapes, sort three or more objects by size, or answer simple questions about a story. Self Direction: teacher reports that she is "always" able to choose an activity or snack when given a choice, and can find an activity to do for at least five minutes without demanding attention. "is not able" or "never" asks permission from an adult when needed, controls tempter when an object is taken away and/or stands still when needed,

Present Level of Educational Performance

Communication: I

without fidgeting or moving around.

Functional Pre-Academics:

name and turns book pages one by one. I

conversation with another person for at least three minutes.

mother reports that she "always" says a phrase with at least two words and follows simple

mother reports that she "always" names at least two letters when shown her own one. The "never" names most letters when shown the alphabet or reads and obeys

Parent Rating: The obtained standard score of 78 on the parent rating scales falls within the Low range.

one-step directions that include "over" or "under" but "never" uses past tense to talk about prior events or has a



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Present Level of Educational Performance

Meeting Date:05/15/2018
common signs (stop, do not enter, exit) Self-Direction: mother reports that self-direction: mother reports that self-direction: "always" tries to do things alone without an adults help and chooses the food or snack she wishes to eat. "never" asks permission before playing with another child's toy or game or works on home or school activity for at least 15 minutes without reminders.
Current Data: Description Description
Baseline Data for Goal: Currently needs prompting 90% of the time to transition from activity to activity (ex. circle time to work places or circle time to lining up for lunch).
When given the need to use the restroom, currently requires an adult to take her on a schedule, and adult prompts and assistance with steps (unfasten, wipe-behind, completely pull up pants). She usually needs some directions to complete the hand washing process.
When given an opportunity to participate and be engaged in learning time is participating 10% of the time. She can sit at carpet time but her attention is not on the speaker.
Adverse Educational Impact: Kindergarten students are able to transition successfully from activity to activity without prompts, take care of toileting needs independently and participate in learning time by responding to a question. requires specially designed instruction in Adaptive skills to make progress.
Communication
Overview of Performance:
is a kindergartner in Mrs. Leeman's class at Central. Speech therapy has focused on improving speech intelligibility, increasing peer interactions, increasing utterance length and vocabulary as well as improving receptive language by following directions. The has met one of her three goals and is making progress towards her other two goals.
Goal 1. Given a picture cue will use a two word phrase (ie adjective + noun, noun + verb, pronoun + verb) to describe picture improving expressive vocabulary and syntax from using single words to label pictures 80% of the time to using two word phrases to describe pictures 60% of the time. A has met this goal and is using two word phrases in spontaneous speech to communicate a variety of intents.
Goal 2. Given a novel, verbal two part direction will follow direction with no more than one repetition improving receptive language skills from following routine two part directions with 70% accuracy to following novel two part directions with one repetition with 70% accuracy. ability to follow directions correctly can be overshadowed by her willingness to follow directions. She does better when she is going along with peers. classroom teacher does report that she has noticed a decrease in the amount of time needs to respond to verbal directions and questions.
Goal 3. When given a structured learning session will produce 2-syllable words, frequently occurring in her own vocabulary improving overall speech intelligibility from 70% in context with a familiar listener to 70% in context with an

unfamiliar listener.



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Present Level of Educational Performance

Meeting Date: 05/15/2018

continues to requires a verbal model and multiple prompts to produce two-syllable words with any improved clarity. Her speech intelligibility decreases out of context.

has also been working on maintaining attention to and participating in a group game, as well as taking turns with peers. She has demonstrated increased stamina and participation in these games. Her classroom teacher has reported a big growth in her awareness of her peers, including social greetings.

Baseline Data for IEP Goals:

- 1. Produce two syllable words with a verbal model only to improve speech intelligibility out of context-currently needs model, multiple levels of prompts
- 2. Follow two part directions (i.e. big blue ball, little green bear) to improve receptive language skills and vocabulary-currently needs repetition, visual and prompts to attend
- 3. Play a game with peers through five turns without leaving group-currently stays at table for one-three turns.

Adverse Impact Statement: Same aged peers are able to use complete intelligible utterances and follow multiple step directions without repetition. It communication delays impact her ability to communicate clearly with her peers and teachers so she will continue to receive specially designed instruction in communication.

~Carrie Traina, SLP

Fine Motor

Overview of Performance:

is a kindergartner in Mrs. Leeman's class at Central. She has been seen 2x per week to work on pre-writing skills, cutting, and other various fine motor strengthening activities. The has made progress with her drawing goal, mastering the cross and circle shapes. She is able to operate regular scissors, and no longer needs the spring loaded adapted ones. She has been working on using both hands when cutting, using her helper hand and moving it when necessary while she is cutting. The has the most difficulty with cutting along a line, especially curvy shapes. She will continue to benefit from working to cut straight lines in order to make progress in attending to the lines while she is cutting. The sale to hold her classroom tool (crayon, marker, pencil, etc.) with a functional tripod grasp, although at times attempts to laterally pinch the tool when she is fatigued. The sale to write her first name, but is demonstrating attempts to trace the lines. She will benefit from continued practice in tracing her name in order to master tracing before independently writing.

has been working on a variety of strengthening tasks within OT sessions. She often colors on a vertical surface, places pegs in a light bright, completes tasks on her tummy to encourage shoulder strengthening, uses her arms to push herself on a platform swing, and uses her hands/arms to pull herself forward on a scooter board. She enjoys these different activities and feels successful when she completes them independently!

Baseline Data for IEP Goals:

- Occupational Therapy-Pre-writing: being able to copy directional lines for pre-writing and simple shapes independently 0/4 opportunities (0% of the time)
- Occupational Therapy-Tracing name: being able to trace 3/3 letters, 0/4 opportunities (0% of the time)
- Occupational Therapy- Cutting: cutting 4 inches of a straight line within 1/2" of line, 0/4 opportunities (0% of the time)

Adverse Impact Statement: Same aged peers have the fine motor skills to write their name independently, identify and print letters and words, and cut simple shapes. If the motor delays impact her ability to make progress and keep up with same aged peers and therefore remains eligible for OT services to address these skills.

~Erin Matthews, MS, QTR/L

Gross Motor



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Present Level of Educational Performance

Meeting Date: <u>05/15/2018</u> Overview of Performance:

has been working with a physical therapist (PT) to address balance, coordination, strength and participation in PE. one is a very sweet kid, that is capable of learning new motor tasks.

She is able to ambulate about the school and classroom independently, however, she doesn't always stay at age matched peers' speed in the hallway, however, it appears to be more from distraction and is not due to her physical abilities. For this reason, she needs supervision when negotiating to and from classes, the cafeteria, and recess. She can negotiate uneven surfaces outdoors, ramps and through doorways. She is able to go up/down curbs, however, she uses a "bear crawl" position.

is able to independently use the stairs, however she uses a handrail and step to pattern for both ascending and descending the steps and has a slower pace than peers

is independent in transfers from sitting on the floor or her chair to standing and vice versa. Her only transfer where she needs help is on and off the toilet at school, she need physical assistance about 25% of the time.

Getting up and down the bus steps, requires physical assistance, she also requires the use of a seatbelt and assistance to buckle the belt, and she can walk down the isle independently.

On the playground, is able to independently climb up the equipment and independently slide. She can fun without falling, catch and throw a ball at least 75% of the time, she is safe and does not bump or hit others. She can follow one motor command and requires physical assistance to get on/off the swings and requires cues to pump.

In physical education (PE) is able to follow a 1 step motor command, she does not bump or hit others, she has safety awareness most of the time, she follows direction 50% of the time, she is able to tolerate physical activity for the entire PE class, she keeps up with peers 50% of the time, she is able to balance with control on different surfaces and participates most of the time with adult supervision.

Baseline Data for Goals:

1. Is currently ascending and descending the curb maintaining an upright posture 0% of the time.

2. It is currently ascending and descending stairs (bus or school) using a handrail (HR) and reciprocal pattern ascending 0% of the time.

It is also recommended that PT flex monthly minutes to check in on PE, as the skills to participate but, needs an adult to keep her on track. PT should coach and educate that goes to PE with her and/or PE Teacher, to help her succeed.

Adverse Impact Statement:

Same aged peers have the gross motor skills required in order to navigate her school environment including stairs and curbs. gross motor delays impact her ability to make progress with strengthening, balance, coordination, functional mobility and participation to keep up with same aged peers and is therefore eligible for PT services to address these skills.

Julia McIntosh, DPT May 2018

		Progress Report	
Meeting Date:	05/15/2018		
the student's co	ducational needs that result from th	asurable annual goals, including academic a ne student's disability to enable the student to asurable, the goal should include a baseline (be involved and make progress in the
Standard:	Non CCSS Goals		
Annual Goal:	Communication		
Supports the s	tudent's post secondary goals:	Yes No	
her own vocal	pts to requiring only a verbal me	ning session will produce 2- improving overall speech intelligibility froduce two-syllable wo	
How will pa X Copy of Other	rogress toward this goal be reported Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	Jent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Communication		
Supports the s	tudent's post secondary goals:	Yes No	
improving rec	eptive language skills, from folk	direction (big blue ball, little green bear) owing novel two part directions with one occuracy as measured by therapist and t	repetition with 50% accuracy to
How will pr X Copy of Other	rogress toward this goal be reported Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	lent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Communication		
Supports the s	tudent's post secondary goals:	Yes No	
communication	e, when given structured group on from playing a game with pee by therapist and teacher data.	game will remain seated, at rs through one to three turns to playing	tentive and take turns improving peer a game with peers through five+ turns
X Copy of Other	ogress toward this goal be reported Goal Page lent Progress: Semester	l? Written in Report Card	Written Progress Report

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

		Progress Report	
Standard:	Non CCSS Goals		
Annual Goal:	Adaptive		
Supports the s Skill: Transition	student's post secondary goals: ons	Yes No	
transition suc	o activity (ex. circle time to worl	ow routine and instructions from	will be able to will be able to meeding prompts 90% or the time to transition up for lunch) to performing as above with no more a measured by classroom data logs.
-	rogress toward this goal be reporte f Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Adaptive		
Supports the s Skill: Toileting	tudent's post secondary goals:	Yes No	
complete the up, flush, go to take her on the routine in	o wash hands), with adult supe a schedule, and adult prompts	cants/pull-up down, sit & attem rvision but not assistance/cuing and assistance with steps (unf pendently initiating and comple	ndependently initiate a trip to the restroom and pt to void, wipe if necessary, pants & underpants g improving self-care skills from requiring an adult fasten, wipe-behind, completely pull up pants) in eting the routine as above in 100% of the time,
	rogress toward this goal be reporte Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Adaptive		
Supports the s Skill: Participa	tudent's post secondary goals: ation	Yes No	
with body orie improving app redirections in	ropriate participation skills from	e action" and participate (raise participating 10% of the time t with no redirections by a) Janu	will remain seated e hand, thumbs up, answer a question) to performing as above with no more than 1 uary 2019 b) 75% of the time with no redirections
How will pr	ogress toward this goal be reported	1?	
Progress Report			Page 13

Special Services

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

			Progress Report	
х	Copy of	Goal Page	Written in Report Card	Written Progress Report
Repo	ort of Stu	dent Progress: Semester		
Stanc	dard:	Non CCSS Goals		
Annı	ıal Goal;	Social Emotional/Behavior		
		tudent's post secondary goals: ve Play with peers	Yes No	
join/ii respo to pe	nitiate pla ondina to	by with peers, and maintain inte	layground free play opportunities with peractive play for at least 10 minutes impring adult cues and/or modeling to use wole adult cue/redirection 100% of the time	oving social interactions skills from rds to initiate play in 90% opportunities,
		rogress toward this goal be reporte 'Goal Page	d? Written in Report Card	Written Progress Report
Repo	ert of Stu	dent Progress: Semester		
Stand	dard:	Non CCSS Goals		
Annı	ıal Goal:	Social Emotional/Behavior		
		tudent's post secondary goals: ding to others during conflict	Yes No	
respo	and by us	sing appropriate words, improvi	conflict with an adult or peer during nor ng social skills from 75% pushing other 10% of the time in 3/4 trials as measured	s away or grabbing what she wants to
		rogress toward this goal be reporte Goal Page	d? Written in Report Card	Written Progress Report
Repo	rt of Stu	dent Progress: Semester		
Stanc	lard:	Non CCSS Goals		
Annu	al Goal:	Cognition		
		tudent's post secondary goals: d Shapes	Yes No	
and r	ed and n	ill be able to sort by both shape	sort and name shapes and colors (includes and by colors improving identification n, orange, purple, black and brown) to co sroom data logs.	skills from naming yellow, blue,green

Progress Report

Snohomish School District

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		Progress Report	
How will po X Copy of Other	rogress toward this goal be reporte Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Cognition		
Supports the s Skill: Count &	tudent's post secondary goals: Tell to 10	Yes No	
accurately cor	9, when given a set of up to 10 unt the set and tell how many the sured by classroom data logs.	objects and asked "how many?" nere are, improving early math skills from	will use 1:1 correspondence to counting 1,2,3 to counting 1-10 in 4/5
How will po X Copy of Other	rogress toward this goal be reporte Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Cognition		
Supports the s Skill: Letter re	tudent's post secondary goals: cognition	Yes No	
improving ear	9, when given an opportunity to ly reading skills from naming le tters as measured by classroo	etters in her name with 50% accuracy to	rill identify and say 16-20 letters a) identifying (pointing to) b)naming
How will po X Copy of Other	rogress toward this goal be reporte `Goal Page	d? Written in Report Card	Written Progress Report
Report of Stud	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Occupational Therapy		
Supports the s Skill: Pre-writi	tudent's post secondary goals: ng	Yes No	
square, triang	s independently 0/4 opportunitie	mpting will copy directional livecision and control from being able to copy es (50% of the time) to being able to copy es (50% of the time as measured by work	directional lines for pre-writing and
How will p	rogress toward this goal be reporte	d?	

Special Services

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

		Progress Report	
X Copy o	f Goal Page	Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Occupational Therapy		
Supports the Skill: Tracing	student's post secondary goals: name	Yes No	
from being at	9, when given a model of her no ole to trace 3/3 letters, 0/4 oppo s measured by work samples a	rtunities (0% of the time) to being able to	g writing skills and fine motor precision trace 3/3 letters, 2/4 opportunities (50%
	progress toward this goal be reported f Goal Page	d? Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	nual Goal: Occupational Therapy pports the student's post secondary goals: Yes No		
Supports the Skill: Cutting	student's post secondary goals:	Yes No	
inches of a st	9, when given scissors traight line within 1/2" of line, 0/- ortunities (50% of the time) as m	will cut along thick lines improving by opportunities (0% of the time) to cutting neasured by OT data	oilateral coordination from cutting 4 g 4 inches of a straight line within 1/2" of
	progress toward this goal be reported for the following for the fo	ed? Written in Report Card	Written Progress Report
Report of Stu	ident Progress: Semester		
Standard:	Non CCSS Goals		
Annual Goal:	Physical Therapy		
Supports the Skill: Curbs	student's post secondary goals:	Yes No	
functional mo	9, when given a curb obility, coordination, balance and the time to ascending and desidate and EA/Teacher report.	will ascend/descned the curb mantair a strength from ascending and descend scending the curb maintaining an upright	ing the curb maintaining an upright
	progress toward this goal be reported. Goal Page	ed? Written in Report Card	Written Progress Report
Progress Repor	t		Page 16

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		Progress Report	
Other Report of Stu	dent Progress: Semester	- -	
Standard:	Non CCSS Goals		
Annual Goal:	Physical Therapy		
Supports the s Skill: Stairs	student's post secondary goals:	Yes No	
functional sch ascending 0%	of the time to ascending and	d descending stairs (bus or school)	a handrail and a reciprocal pattern improving using a handrail (HR) and reciprocal pattern ing a handrail (HR) and reciprocal pattern
	rogress toward this goal be reporte f Goal Page	ed? Written in Report Card	Written Progress Report
Report of Stu	dent Progress: Semester		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Program Accommodations/ Modifications and Support for School Personnel

Meeting Date: __05/15/2018__

ith the following accommodations/modifications

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This	student will be provided access to the general education, special education, other school services and activities including
non-	academic activities and extracurricular activities, and education related settings:
	with no accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
2nd person-placement in line	daily	school setting	05/16/2018 to 05/15/2019
During transition times outside of classroom: keeps hands occupied by carrying impor. folder	daily	school setting	05/16/2018 to 05/15/2019
PRESENTATION: Clear and specific directions/simplify directions	Daily for teacher-directed tasks/assignme nts	Special Ed & General Ed	05/16/2018 to 05/15/2019
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activitie s (e.g. cut, color, glue)	Special Ed & General Ed	05/16/2018 to 05/15/2019
PRESENTATION: Provide desktop list of tasks or schedule board	As determined by special ed teacher	General Education	05/16/2018 to 05/15/2019
RESPONSE: Reduce number of items within assignment	as determined by SPED staff	classroom setting	05/16/2018 to 05/15/2019
RESPONSE: Utilize alternative modes of response for assignments/tests	as determined by SPED staff	classroom setting	05/16/2018 to 05/15/2019
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/16/2018 to 05/15/2019
SETTING: Preferential seating (specify per student needs)	As determined by special ed teacher to allow for direct sight-line to teacher/present ation	Special Ed & General Ed	05/16/2018 to 05/15/2019



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Program Accommodations/ Modifications and Support for School Personnel

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
SETTING: Provide individualized/small group instruction	daily as determined by special ed teacher for new academic content, IEP goal instruction	General Ed & Special Ed	05/16/2018 to 05/15/2019
Visual support for transition times (picture cards)	as determined by SPED staff	school setting	05/16/2018 to 05/15/2019
Voice enhancement	daily	classroom setting	05/16/2018 to 05/15/2019
Modification(s)	Frequency	Location	Duration m/d/y to m/d/y

Supports for School Personnel (training, professional development, etc):

Support(s)	Frequency	Location	Duration m/d/y to m/d/y



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

State or Districtwide Assessments of Student Achievement

Meeting Date:	05/15/2018
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PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), Smarter Balanced, and End-of-Course (EOC) see Guidelines on Tools, Supports, & Accommodations.

Assessment	Partic	ipation	Accommodations		If YES, List Accommodation(s) by Assessment
	Yes	No	Yes	No	
			Cur	rent Grade 1	ests
Brigance	- XT U				
Brigance					
English Language Arts	X		1	X	
Mathematics	Х			X	
Social / Emotional Behaviors	Х			Х	
ESGI			· · · · · · · · · · · · · · · · · · ·		
ESGI					
Math	X			_X	
Reading	X			X	
ELPA 21					
ELPA 21					
English Language Proficiency		X		х	
			Ne	ext Grade Te	sts
Brigance					<u> </u>
English Language Arts	X			X	
Mathematics	X			X	
Social / Emotional Behaviors	X			x	
ESGI					
Math	X			X	
Reading	X			X	
ELDA 31					
ELPA 21 English Language Proficiency		х		X	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Special Education and Related Services

Meeting Date: 05/15/2018

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/16/2018 - 05/15/2019

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Physical Therapy	PT	PT	20 Minutes / 1 Times Weekly	Special Education	05/16/2018	05/15/2019
No	Physical Therapy	PT	PT	30 Minutes / 1 Times Monthly	General Education	05/16/2018	05/15/2019
No	Occupational Therapy	OT	OT	20 Minutes / 2 Times Weekly	Special Education	05/16/2018	05/15/2019
			Spec	ial Education			
No	Adaptive	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	General Education	05/16/2018	05/15/2019
No	Social Emotional/Be havior	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	General Education	05/16/2018	05/15/2019
No	Communicati on	SLP	SLP	20 Minutes / 3 Times Weekly	Special Education	05/16/2018	05/15/2019
No	Cognition	EA/SPED Teacher/General ED Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	05/16/2018	05/15/2019

Total minutes per week student spends in school:

1780 minutes per week

Total minutes per week student is served in a special education setting:

120 minutes per week

Percent of time in general education setting:

93.26% in General Education Setting

Supplementary Aids and Services:

Concurrent		Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	1:1 EA assistance	Paraeducator	Special Ed Teacher	332 Minutes / 5 Times Weekly	General Education	05/16/2018	05/15/2019



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the
 nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be
 achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/16/2018 - 06/20/2018

Placement Options for LRE	SELE	CTION	OR.	REASONS REJEC	TED
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
Reg EC program of >= 10 hrs & SDI in EC program	×	X			
Reg EC program of >= 10 hrs & SDI elsewhere	Х		Х	Х	X
Reg EC program of < 10 hrs & SDI in EC program	Х		Х	X	Х
Reg EC program of < 10 hrs & SDI elsewhere	Х		X	X	Х
Separate Class	Χ		X	X	Х
Service Provider Location	X		X	X	X
Separate School	X		X	X	X
Home	X		X	X	X
Residential Facility	X		Х	X	X

School Age LRE: 06/21/2018 - 05/15/2019

Placement Options for LRE	SELE	CTION	OR.	REASONS REJEC	TED
	Considered	Selected (only	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	Х			
40%-79% in Regular Class	Х		X	Х	X
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents					
Homebound/Hospital					



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Special Education and Related Services

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:
will participate in all classroom activities unless being pulled out for Communication, Social Emotional, P.T. or O.T.
Transportation: Regular X Special General PE: No
Parent Notification Procedures: The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.
Other Considerations: Extended School Year: Yes X No If Yes, must complete ESY form. Emergency Response Protocol: Yes X No



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice	
To:	Date: <u>04/17/2018</u>
PURPOSE:As a parent/guardian of a special education child or child suspected of needing special education required to provide you with prior written notice whenever it proposes or refuses to initiate or change the inequational placement, or provision of a free appropriate public education to your child. This notice should make a decision and before action is taken on the decision. The notice should be given to you in a reason district takes action.	dentification, evaluation, ld be given to you after a district
The purpose of this prior written notice is to inform you that we are:	
	scontinue a/an
Mark all items below that apply:	
3. Referral Educational Placement Disciplinary action that is a change of placement Discontinuous action that is a change of placement	Eligibility Category Reevaluation Other:
Description of the proposed or refused action: is due for the annual IEP review.	
The reason we are proposing or refusing to take action is: Special Education law requires annual review of a student's IEP. Instruction in Cognitive, Social Emotional, Adaptive, SLP, PT and OT.	ecially Designed
Description of any other options considered and rejected: Since continues to qualify for SDI, an annual review is necessary.	
The reasons we rejected those options were: No rejections reasons presented at this time.	
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this ac Data collection by SPED service providers.	tion is as follows:
Any other factors that are relevant to the action: None at this time.	2
The action will be initiated on: _05/16/2018	
Your child has procedural protections under IDEA. These protections are explained in the <i>Notice of Proceducation Students and Their Families</i> . If this prior written notice is given to you (1) as part of your child (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a procedural safeguards accompanies this notice. If a copy of the <i>Notice of Procedural Safeguards for Specia Their Families</i> is not enclosed and you would like a copy or you would like help in understanding the contractions.	's initial referral for evaluation, change of placement the al Education Students and
Joyce Myhre at 360 563 4646	
The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this pol	licy is attached to this IEP.

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- · obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Medicaid Consent	
Date:05/15/2018	
PURPOSE: This form asks for your consent to share the necessary information to verif Medicaid reimbursement with the Washington State Health Care Authority, Health and does not affect individual benefits under Medicaid or require a co-pay or deductible. If school district's Director of Special Education or designee for an explanation as to why	Recovery Services Administration. Billing HCA you have questions regarding this request, call the
Student's Name:	Student's SSID:
Current School: CENTRAL PRIMARY CENTER	Date of Birth:
State law requires the school district to submit claims for health-related services provid for special education. These services include physical therapy, occupational therapy, specimes, and psychological evaluation.	led to special education students or students referred peech-language therapy, audiology, nursing,
With your permission, Snohomish School District, will submit your student's name and Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negative individualized education program (IEP).	birth date to the Washington State Health Care by impact services included in your child's
With your permission, we will share necessary identifying information from your child' reimbursement from the Washington State Health Care Authority (HCA). If any additional EP, the school district will request additional consent. If my child no longer is servariansfer to a new district.	onal Medicaid reimbursement services are added to
This authorization will begin on <u>05/15/2018</u> .	
By giving consent, you are acknowledging that (1) you have been fully informed of all consent is sought; (2) you understand that the granting of consent is voluntary on your prevoke consent, the revocation is not retroactive; which means that it does not negate an	part and may be revoked at any time; and (3) if you
X I give my consent to verify Medicaid eligibility with HCA and to submit claim	ns for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA and to submrefusal does not affect my child's access to services under the Individualized E	
5/15/20 Date	18



Review Individualized Education Program (IEP) Invitation

):	Date Sent to Participants:04/30/2019
nis meeting has been scheduled for: Date 05/07/ ocation RIVERVIEW ELEMENTARY	/2019 Time 3:30 PM
you have any questions or would like additional info uren Hyatt at e-mail lauren.hyatt@sno.wednet.edu.	ormation or assistance to help you prepare for this IEP meeting, please contact
portant. This Review meeting must be scheduled at that apply):	cheduled for this student. Your participation and attendance at this meeting are ve a mutually agreed upon time and place. The purpose of this meeting is to (check
portant. This Review meeting must be scheduled at that apply): Develop an Initial IEP	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP
portant. This Review meeting must be scheduled at that apply): Develop an Initial IEP Discuss Transition Services	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP Discuss Graduation
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portant. This Review meeting must be scheduled at that apply): Develop an Initial IEP Discuss Transition Services	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP Discuss Graduation
portant. This Review meeting must be scheduled at that apply): Develop an Initial IEP Discuss Transition Services Discuss Annual Goal Progress	a mutually agreed upon time and place. The purpose of this meeting is to (check X Review Current IEP Discuss Graduation Review Instructional Needs
portant. This Review meeting must be scheduled at that apply): Develop an Initial IEP Discuss Transition Services Discuss Annual Goal Progress Consider Termination of Services	X Review Current IEP Discuss Graduation Review Instructional Needs Determine Placement

The following are invited to attend and participate in the Review meeting:

Parent
Parent/Guardian
Special Education Teacher
General Education Teacher
Student
District Representative
Other
Erin Matthews, MS, OTR/L, Occupational Therapist
Kelly Daniels, MPT, Physical Therapist
SLP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



360-563-7308

Contact Attempt Report

Notification Area: Plan

Meeting Date: 05/07/2019

Time:

Method	Contact Date	Response Date	Response
Letter	04/30/2019	04/30/2019	Can Attend
Method	Contact Date	Response Date	Barrana
Email	04/26/2019	04/30/2019	Response Can Attend
. .			
Method	Contact Date	Response Date	Response
Phone	04/26/2019		
			
	Contact Date	Response Date	Response
Method	Contact Date		



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Individualized Education Program (IEP) Cover Page (Review)
Student's Name:
Grade: K1 Age*: 6 Disability (if identified): Health Impairments
Parent/Guardian/Adult Student:Primary language at home: English
Parent interpreter needed? Yes XNo Surrogate parent: Yes XNo If yes, name:
Home Address:
Phone # (H):
Most Recent Evaluation Date 05/25/2017 IEP Start Date 05/13/2019
Next re-evaluation must occur before 05/25/2020 Next IEP Start Date must occur on or before 05/13/2020
IEP Meeting Date 05/07/2019 Date parent notified of meeting 04/30/2019
Next IEP Meeting must occur before Date student notified of meeting
(if transition will be discussed)
Primary Staff Contact: Lauren Hvatt. Resource Support Specialist
Phone Number:
Signatures are used to document participation in the meeting and do not constitute agreement or disagreement.
Signatures are used to document participation in the meeting and do not constitute agreement of disagreement.
Excused Title Participant Name
Parent 5-7-1
Parent/Guardian S-7-19
- 1 / Jak / ADA
5710
General Education Teacher Kacil Sheller Pracie Stuly 5-7-19
Student
District Representative Tammy Jones 5-7-19
Other Wendy Stegail TOSA Munely Stegal 5-7-19
Occupational Therapist , Erin Matthews, MS, OTR/L Fin Matthews, MS, OTR/L Fin Matthews, MS, OTR/L
Physical Therapist . Kelly Daniels MPT 900 MPT 5-7-19
SLP LESIEDCY/E mod 5-7-9
* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to
him/her at age 18 and be provided with an explanation of those procedural safeguards.
Date informed: Projected Graduation/Exit Date:



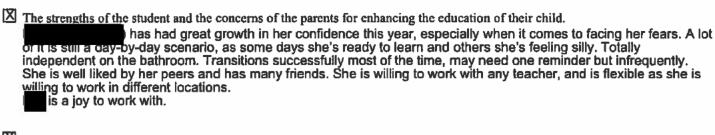
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Individualized Education Program (IEP) Cover Page (Review)	
Community	
Comments:	
If the parent did not attend, what method was used to ensure their participation:	



360-563-7308

Team Considerations



- The results of the student's performance on any general state or district-wide assessments. will not participate in the SBA until grade 3.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- participates in and qualifies for SDI in speech and language. See SLP report in this document.
- The student's assistive technology devices and services needs.

 does not use or require any assistive technology or devices at this time.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

 behavior does not impede the learning of others.

 learning being presented does impede her learning.

 assist with focusing on learning, assisting with personal needs and maintaining safety throughout the building and recess.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.

 is a native English language speaker. She speaks no other languages at this time.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
 - wears glasses daily, during all activities.



Present Level of Educational Performance

Meeting Date: __05/07/2019

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

Academics: Much better at recognizing her name, but we are still working on other letters of the alphabet. Cutting has improved. Very quick to trace. Offers direction to other kids. Most days attends to the lessons/stories with eyes on the teacher. Shows tracking behaviors when reading with the teacher. Able to answer simple questions about the text by referencing the photos. Still working on counting and number recognition; this continues to be an inconsistent area for her. Great with recognizing and naming shapes.

Social: Almost no instances of pushing other kids, instead she says "excuse me" or patiently waits. Has many friends and enjoys interacting with them at recess and during independent work times, though she does prefer to interact with adults

-General Education teacher, Kacie Sheeler 4/30/19

» Adverse Impact Summary

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

(i) Is due to chronic or acute health problems such as (but not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a student's educational performance.

qualifies in the areas of Cognition, Adaptive, Social Emotional/ Behavior, Communication and related services in Occupational Therapy and Physical Therapy.

Cognitive

(From Last Locked Evaluation 05/25/2017)

The Verbal Ability cluster is comprised of the Verbal Comprehension and Naming Vocabulary subtests.

standard score of 51 which falls within the Very Low range. The Verbal Comprehension subtest measures receptive language and the understanding of oral instructions involving basic language concepts.

was able to able to identify parts on a picture with 80% accuracy.

could follow commands involving "give rife", "in", and based on function. Evy struggled with concepts like "behind", "under" and "on". The Naming Vocabulary subtest measures expressive language and knowledge of names.

was able to accurately name 8 out of 17 items presented, beginning at the age 2:6-3:11 start point.

The Nonverbal Reasoning Ability cluster is comprised of the Picture Similarities and Matrices subtests. Standard score of 56 which falls within the Very Low range. The Picture Similarities subtest measures nonverbal reasoning by matching pictures that have a common element or concept. Could match items that were exactly identical or in the same category (e.g. bears) but struggled when matching items by function (e.g. clock and watch). The Matrices subtest measures nonverbal reasoning through perception and application of relationships among abstract figures. Was unable to complete any items correctly on the Matrices subtest with teaching models.

The Spatial cluster is comprised of the Copying and Pattern Construction subtests. Obtained a standard score of 42



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which falls within the Very Low range. The Copying subtest measures visual-perceptual matching and fine-motor coordination in copying line drawings. The was able to draw a rough circle, but for the remaining items she scribbled on the paper. The Pattern Construction subtest measures visual-perceptual matching, especially of spatial orientation, in copying block patterns. could build a tower, but was unable to copy any of the other block patterns (e.g. pyramid).

obtained standard score of 43 on the GCA falls within the Very Low range and her obtained standard score of 41 on the SNC also falls within the Very Low range.

Current Data:

can count to 4 independently on a somewhat consistent basis, she can say O letters when shown, she can match colors and the basic shapes (circle, oval, square, rectangle, diamond, crescent, star, heart, hexagon, rhombus and triangle). She can identify her name card (100% of the time. The class is practicing counting to 50 with music support, and she can sing along up to 10, and other repeats the subsequent numbers close with the music. 100% of the time. The class is practicing counting to 50 with music

Brigance:

E-6 Visual Discrimination: can match circle, rectangle, square, oval, heart, diamond, cross, crescent

F-1 Understands Number concepts: can count up to four objects.

F-2 Counts by rote: can count up to 10 with support (in song with music played, or with adult counting aloud)

can identify and name circle, oval, square, rectangle, heart, diamond, star

F-4 Identifies Shapes: Teacan P-3 Comparing Plane Figures: can compare plane figure characteristics

requires access to a para educator throughout her day to assist with accommodations and modifications of academic content in the general education classroom.

B<u>ase</u>line Data:

is able to determine attributes such as round, number of sides, number of angles with 0% accuracy.

 When given a set of up to 10 objects and asked "how many?" is able to count 1.2.3. 4.

 When given an opportunity to recognize and say letters; is able to name the letters in her name with 100% and she can name the letter O. accuracy (

Adverse Impact Statements:

Per Common Core State Standards; kindergarten students are able to with prompting and support, ask and answer questions about key details in a text (CCSS: RL.K.1) They are able to with prompting and support, ask and answer questions about key details in a text (CCSS: Rl.K.1). They are able to demonstrate understanding of the organization and basic features of print (CCSS: RF.K.1).

Per Common Core State Standards; kindergarten students are able to count to 100 by ones and by tens (CCSS: K.CC.A.1) They are able to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations (CCSS: K.OA.A.1) They are able to describe measurable attributes of objects, such as length or weight (CCSS: K.MD.A.1).

requires specially designed instruction in cognition to make progress.

Social Emotional/Behavior

(From Last Locked Evaluation 05/25/2017)
The Social Composite is comprised of two subscales, Leisure and Social. Leisure measures skills needed for engaging in and planning leisure and recreational activities, including playing with others, engaging in recreation at home, and following rules in games.

Teacher Rating: The obtained standard score of 66 falls within the Extremely Low range.

teacher reports that she "always" participates regularly in a specific fun activity and plays alone with toys and games. "is not able" to invite others to join her to play games and other fun activities or ask classmates what they would like to do during free time at school.

teacher reports that she "always" responds differently to familiar and unfamiliar adults, squeals or laughs when nappy or delighted, and displays closeness to a parent. "never" or "is not able" to refrain from saying



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or doing things that might embarrass or hurt others, or share toys willingly with others.

Parent Rating: The obtained standard score of 76 falls within the Low range and indicates.

Leisure: The obtained standard score of 76 falls within the Low range and indicates.

Leisure: The obtained standard score of 76 falls within the Low range and indicates.

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Leisure: The obtained standard score of 76 falls within the Low range and indicates.

Leisure: The obtained standard score of 76 falls within the Low range and 16 falls within the Low ra "always" hugs and kisses parents or others and imitates actions of adults (e.g. mother reports that

pretends to clean house or drive a car). "never" apologizes if she hurts the feelings of others or places reasonable demands on friends.

Cun	ron:		-	40.0
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is using words to join/initiate play with peers at an average rate of 50% of the time. She still requires adult cue/redirection and modeling to initiate. She is using verbal and non verbal cues to help classmates in close proximity begin a task and remain on task.

While in the classroom, is aware of the other students around her and knows the seating chart (on the chairs and carpet). When asked to work with a partner, she often looks around to the other students, but needs cue/direction/modeling from an adult to join with a partner for academic work 75% of the time, observed.

requires access to a para educator to assist with social play activities and appropriate social interactions inroughout her day.

Baseline Data for Goal:

- is able to respond to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities
- is able to respond to a situation of conflict by pushing others away or grabbing what she wants in 75% of opportunities

Adverse Educational Impact: Kindergarten students are able to respond to peer invitation without adult assistance. They are able to resolve conflict without pushing. requires specially designed instruction in social emotional/behavior to make progress.

Adaptive

(From Last Locked Evaluation 05/25/2017)
The Conceptual Composite is comprised of three subscales, including Communication, Functional Pre-Academics, and Self-Direction.

Teacher Rating: The obtained standard score of 52 on the teacher rating scales falls within the Extremely Low range.

Communication: teacher noted that always shakes her head in response to a question, says the names of people (such as teachers or classmates) and speaks clearly enough that those who do not know her can understand most of what is said. Areas of improvement ("never" or "is not able") include following on-step directions that include over or under", and having co<u>nvers</u>ations with another person that lasts at least three minutes.

Functional Pre-Academics: teacher reports that she is "always" able to point to at least one body part when asked and "sometimes" points to pictures in books when asked. demonstrates more difficulty (never or is not able) with tasks requiring her to name four or more shapes, sort three or more objects by size, or answer simple questions about a story.

Self Direction: teacher reports that she is "always" able to choose an activity or snack when given a choice, and can find an activity to do for at least five minutes without demanding attention. "is not able" or "never" asks permission from an adult when needed, controls tempter when an object is taken away and/or stands still when needed, without fidgeting or moving around.

Parent Rating: The obtained standard score of 78 on the parent rating scales falls within the Low range.

Communication: mother reports that she "always" says a phrase with at least two words and follows simple one-step directions that include "over" or "under" but "never" uses past tense to talk about prior events or has a conversation with another person for at least three minutes.

Functional Pre-Academics: mother reports that she "always" names at least two letters when shown her own



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name and turns book pages one by one. "never" names most letters when shown the alphabet or reads and obeys common signs (stop_do not enter, exit)
Self-Direction: mother reports that self-always" tries to do things alone without an adults help and chooses the food or snack she wisnes to eat. "never asks permission before playing with another child's toy or game or works on home or school activity for at least 15 minutes without reminders.
Current Data:
is fully engaged and participating 75% of the time during whole class and independent learning. With transition times learning times are prompts 25% of the time to be successful.
When the is outside the classroom her safety is a concern as she will elope. She needs someone to monitor her to access the school safely. She occasionally will elope during transitions in the building (ie, from speech to the classroom).
can sit in whole class and small group successfully with minimal adult prompting and redirection (75% success).
requires access to a para educator throughout her day for safety needs and elopement.
Baseline Data for Goal:
currently needs prompting to transition from activity to activity (ex. circle time to work places or circle time to liming up for lunch) in 25% of opportunities
- When given an opportunity to collaborate with a peer (turn and talk, or group work), is able turn her body to face the peer and remain in interactive learning for 0 minutes
Adverse Educational Impact: Kindergarten students are able to transition successfully from activity to activity without prompts, and participate in learning time by responding to a question. In adaptive skills to make progress.
Communication
This annual IEP review was completed by Leslie Doyle M.S. CCC-SLP Speech-Language Pathologist on 5/2/19.
is a kindergarten student who participates full-time in a general education classroom with support for communication, Motor, Cognitive, Adaptive, and Social-Emotional/Behavioral Skills. She qualifies for specially-designed instruction under the Health Impairments Category (Down Syndrome). At the time of this annual IEP review, is age 6 years, 11 months. She is an outgoing, social and cheerful child, with a ready smile. It enjoys interacting with her peers. Over the course of the year, is a matured as a "learner"—working hard to meet classroom expectations and gain new information. Although she still has days when she is stubborn or defiant she has
far more days where she cooperates and even models appropriate behavior for peers. We are so proud of this school year. She is a delight to have in speech groups!
Over the past year, has targeted the following Communication Goals with progress as noted:
 in structured learning sessions, produce two-syllable words frequently occurring in her vocabulary with a verbal model improving speech intelligibility from requiring a verbal model and multiple prompts, to requiring only a verbal model to correctly produce two-syllable words.
Status: has met this goal. With only a verbal model, she repeats two-syllable words. Accuracy and intelligibility vary, depending on the word. Since is now spontaneously using 2-3 word phrases, this goal will be modified based on present performance levels to increase speech intelligibility.

2. accurately follow two-part directions (big blue ball, little green bear), improving receptive language skills from following novel two part directions with one repetition with 50% accuracy to following novel two part directions with 70% accuracy as measured by therapist and teacher data.



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Meeting Date: <u>05/07/2019</u> has met this goal. She follows novel two-part directions in 7/10 opportunities as long as there are visual cues. Without visual cues (e.g., pictures or a model), accuracy may decrease and may need repetition of the direction. Over the course of the school year, ability to follow oral directions has continued to improve. For may need repetition of the instance, with the help of her family, mastered the concepts top, middle and bottom (e.g., take the hat from the top shelf). This goal will be discontinued. in structured group game, remain seated, attentive and take turns improving peer communication from playing a game with peers through one to three turns to playing a game with peers through five+ turns as measured by therapist and teacher data. Status: The has met this goal. She remains seated for 5 or more game turns, sharing the materials with her peers and quietly waiting for her turn. At the start of the year, and grabbed and played with game pieces, refused to share game items, or hid them from others. Currently, and plays simple games according to rules and shares game pieces quietly waiting for her turn. At the start of the year, and grabbed and played with game pieces, refused to share game items, or hid them from others. Currently, plays simple games according to rules and shares game pieces appropriately (e.g., handing the die or key to her peer for his turn). She no longer gets out of her seat to hide under the table or walk around the room. has made enormous progress as a group member. This goal will be discontinued. Additional Comments: language is growing rapidly due to continuous immersion in a language-rich peer and academic environment. Along with language growth is an increased desire to verbally share her ideas with others. She now spontaneously produces 3 word utterances to convey her thoughts. Thus, the main frustration for at this time is having her specially share the ideas with others. produces 3 word utterances to convey her thoughts. Thus, the main frustration for that at this time is having her speech clearly understood. She works hard to use gestures and signs to augment her speech, but she sometimes is disappointed when still not understood. Earlier this year, we introduced a simple AAC device—GoTalk with 9 slots—to increase intelligibility and auditory feedback for accurate sound productions. is not vet motivated to use this device for communication rather than as a toy. With additional maturity, AAC may help support oral communication. The SLP will monitor her progress and reintroduce AAC if appropriate in the future. speech intelligibility will be supported through articulation practice and feedback, using pictures to ensure the target word is known to her listener. This goal will be combined with a goal targeting continued language growth. Finally, has been working on accurately responding to simple, direct questions rather than responding with unrelated phrases. This skill is important for to demonstrate her increasing academic knowledge. Support to build this skill will be included in her new IEP. It is recommended that service minutes be amended from 20 minutes three times weekly to 20 minutes twice weekly to increase l immersion in the classroom and decrease transitions. Communication goals can be effectively targeted in 40 minutes weekly. Overview and Present Performance Levels/Goals: has made significant progress in speech and language over the course of this school year!! She has mastered her communication goals. The following new goals are recommended: 1. given pictures and objects, verbally respond to questions about an item's function, shape, color, improving Expressive Language Skills from 2/10 opportunities with 2 multiple choice options to 7/10 opportunities with 2 multiple choice options as measured by SLP data over one-month period.

teacher data over a one-month period.

Adverse Educational Impact: still presents with an Adverse Educational Impact in Communication due to challenges making her thoughts clearly understood by others. She remains eligible for specially-designed instruction in

2. given action pictures (Verb Cards), a) describe pictures using 3-4 word present progressive phrases (girl walking outside), and b) follow models to produce related sounds and syllables accurately, improving Expressive Language, Vocabulary and Speech Intelligibility from 2/10 accurate descriptions with intelligible phrases using scaffolding/modeling to 6/10 accurate descriptions with intelligible phrases using scaffolding/modeling as measured by SLP and classroom

speech-language.



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Present Level of Educational Performance

Meeting Date:05/07/2019
Historical Data: [From last locked evaluation completed by Rochele Hammond MS, OTRL 5/24/17 "Adverse Impact Statement: demonstrates some difficulty with tasks using fine motor precision, eye-hand coordination, and motor control which limit her participation and success with motor activities at her developmental level. Five year old children are expected to draw and cut out simple shapes, handle small objects with precision, use a functional grasp, write their name legibly, and use a variety of classroom materials and tools. additional help to complete classroom fine motor activities and has limited legibility and precision in her work at this time. She is very easily distracted from a given task and needs models and frequent redirection to tasks. She also has limited endurance with tasks using core strength or hand skills and fatigues quickly with many motor tasks."]
Current Data: is a kindergartner in Ms. Sheeler's class at Riverview. She has been seen for OT services to address fine motor delays, 20 minutes 2x per week. She has been working on goals related to tracing her name, cutting along thick lines, and copying directional lines.
has made a lot of progress this year on all of her goals. She is consistently able to trace the 3 letters of her name, now understanding the concept of tracing, and recognizing that it says her name, meeting her name tracing goal. She has been working on attempting to write her name independently. She is able to write a recognizable she will continue to work on independently writing her name within the next year. In O1, we have attempted to work on tracing the alphabet, but she shows less engagement in the activity as it has less meaning to her than writing her name.
When cutting, has demonstrated the ability to consistently cut along a thick line with 100% accuracy. She met her goal of being able to cut 4 inches with accuracy. When cutting along round shapes, is not yet able to coordinate her helper hand to turn the paper along with cutting the line, often cutting straight through the shape. She requires hand over hand assistance to keep her scissors on the line and turn the paper appropriately with the left hand. Much of the time, and chops at the paper without even looking at it. When given a shape with straight lines, such as a square, tends to continue cutting through the lines, and does not yet turn the scissors to cut the shape out.
When drawing pre-writing shapes, the has made good progress with being able to copy slant lines, circles, squares, and triangles. She met her goal but needs to continue practice drawing shapes with connected lines to improve her ability to write letters when she is ready. The enjoys drawing pictures alongside the OT and creating a story to go with it She will benefit from further practice with drawing to create illustrations for her storytelling.
Baseline Data for IEP Goals:
1. Occupational Therapy: Writing- writing 3/3 recognizable letters of name in 0/4 opportunities, over 4 data collection
days 2. Occupational Therapy: Drawing-drawing a person with a head and body, and 10 or more recognizable details (arms, legs, feet, hands, fingers, eyes, nose, mouth, ears, hair) in 0/4 trials, over 4 data collection days 3. Occupational Therapy: Cutting- cutting straight lined shapes (square, triangle, diamond, etc.) within 1/2" of line, 0/4 opportunities, over 4 data collection days
Adverse Impact Statement: Same aged peers have the fine motor skills to write their own name, draw pictures with recognizable age appropriate details, cut with accuracy to the line, and identify and produce letters on lined paper. fine motor delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for OT services to address these skills.
~Erin Matthews, MS, OTR/L, April 2019
Gross Motor

is an almost 7 year old student in Mrs. Sheelar's kindergarten class who has a diagnosis of Trisomy 21 which



Present Level of Educational Performance

Meeting Date: __05/07/2019

impacts her joint mobility and her muscle tone as is typical for this diagnosis. wears glasses throughout her day, and she has a para educator with her throughout her day. has received physical therapy services weekly with a combination of push in to recess and to PE.

HISTORICAL DATA

(Erom Last Locked Evaluation 05/25/2017)

was administered the PDMS-2. She is able to walk up and down stairs holding onto the handrail using a step to pattern. When given tactile cues at her left leg she is able to ascend with a reciprocal pattern but is resistant to reciprocal steps with descent. She is able to walk fast and run with reciprocal arm swing and has a very brief period where both feet are off the floor. She can kick a ball forward, throw a ball overhand and underhand, but prefers overhand and she can kneel. She is able to take one step backwards, sit on the floor and get up from lying on the floor. It can stand on tip toes for 3 seconds, and walk backwards but demonstrates difficulty with standing on one foot, jumping forward, jumping up with both feet and jumping down from elevated surfaces. She continues to have a decreased running speed but is getting closer to catching up to her peers when running in gross motor group. She is able to access playground equipment but does need more time than her peers to do so.

Adverse Educational Impact: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot.

Adverse Educational Impact: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot.

Adverse Educational Impact: Same age peers are able ascend and descend the stairs with reciprocal steps, jump forwards and jump down from surfaces as well as balance on one foot.

Constitution of the floor and the floor and underhand, but prefers to the floor and underhand, but prefers to the floor and get up from lying on the floor.

Constitution of the floor and underhand and underhand and underhand, but prefers to the floor and underhand, but prefers to the floor and underhand and underhand, but prefers to the floor and underhand and underhand, but prefers to the floor and underhand and underhand, but prefers to the floor and underhand, but prefers to the floor and underh

CURRENT DATA

continues to have a slower running gait when compared to her same age peers, but her running speed has improved since the beginning of the year. She is participating in PE with adult support as the tasks often require quick changes and movements in additional to rotating through to different stations, etc. ability to make quick changes has also improved significantly this year. In February and March, was reporting knee pain, and she would self limit during PE sometimes by sitting down and not wanting to the parents were made aware of this at conference time. This seems to have improved in April, and she is again fully participating without reporting knee pain.

School Navigation - is able to open the doors to her classroom and to the therapy room. She is able go up and down the steps at school while holding onto a rail. She can sit on her chair in class and on the floor when needed. She can get on and off the floor independently. She is able to access her materials without difficulty, and she can navigate through the classroom. Physically, is independent with accessing the restroom for personal needs, but more recently she has needed friendly reminders not to lock the stall doors she is not using. At this time there are no significant concerns about ability to navigate her school environment.

Recess - has pretty quickly learned the recess equipment on the playground. She loves to swing, and she has more recently started to go up the ladder to use the monkey bars with adult assist. Her para reports that will not climb back down the ladder, and she still does not like to step over the curb to go into the play area. Can climb up the faux rock wall to access the equipment without difficulty. She particularly enjoys dribbling the basketbail at recess and passing it with friends. Having the PT push into recess has been beneficial to help other student's who want to play with the latter recess learn to play with her.

PE - whas done a nice job of participating in PE this year. She is a good sport, and she gives her best effort. Often she can be timid in her participation if she is not sure what to do or if the task is new to her. Frequently, activities need to be modified in the moment to help experience the same level of success as her peers. It is able to jump up 1-2 inches with her arms in high guard when she is excited about something in PE. She is not yet jumping forward or over an object, and it is difficult to tell how much of this is related to her vision. She will jump over an object when holding two adult's hands, but not when holding one adult's hand. She was able to sit on a scooter and propel herself forward. She does not yet seem to trust propelling herself backwards. She was able to participate in bowling with her peers, but she struggled to generate sufficient force to get the ball to the pins. She was moved up closer to the pins so that she could experience success and enjoy the game. During rapid ball tasks such as "Messy Room" where the object of the game is to throw all the balls in your team's "room" into your opponents room which leads to multiple balls flying everywhere, and tends to stay near the back of the "room" and out of the way of the majority of the balls. She will pick up balls and the balls sometimes go up to the line to throw the ball.

BASELINE DATA FOR GOALS

1. will independently step over the curb to access the playground, going from 0/3 trials to 3/3 trials.



Present Level of Educational Performance

Aeeting Date:
will independently jump over a small object with one hand held assist from an adult going from 0/3 trials to 3/3 trials. will throw a 6-8" ball 15 feet going from 0/5 trials to 5/5 trials.
ADVERSE IMPACT STATEMENT Where as most student's age can independently jump over an object, can jump forward 12 inches, can step over a curb, and can generate sumcient force to throw a ball 15 feet, cannot. It is delays in her gross motor skills have an adverse impact on her ability to fully and safely participate with ner same age peers at recess and PE. Therefore, requires physical therapy as a related service to allow her the opportunity to gain skills and participate with her same age peers. It is felt that the needs would be best served as part of push in service during PE to both to help with acquiring new skills in a functional environment and to modify PE games as needed.
It has been a pleasure working with If you have additional questions, please do not hesitate to contact me.
Kelly Daniels, MPT Physical Therapist Email: kelly.daniels@sno.wednet.edu



Measurable Annual Goals

Meeting Date:05/07/2019
PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.
Standard: Non CCSS Goals
Annual Geal: Communication
Skill: Expressive Language
By 05/12/2020, when given pictures and objects, will verbally respond to questions about the item's function, shape, color, improving Expressive Language Skins from 2/10 opportunities with 2 multiple choice options to 7/10 opportunities with 2 multiple choice options, as measured by SLP data over one-month period.
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Communication
Skill: Language/Intelligibility
By 05/12/2020, when given descriptive pictures (e.g., Verb Cards), will a) describe pictures using 3-4 word present progressive phrases (girl is walking, horse eating grass), and b) follow models to accurately produce sounds/syllables, improving Expressive Language, Vocabulary, and Speech Intelligibility from 2/10 accurate and intelligible phrases with scaffolding/modeling to 6/10 accurate and intelligible phrases with scaffolding/modeling as measured by SLP and classroom teacher data over a one-month period.
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Adaptive
Skill: Transitions
By 05/12/2020, when given an opportunity to transition successfully from activity to activity will be able to transition successfully improving ability to follow routine and instructions from needing prompts to transition from activity to activity (ex. circle time to work places or circle time to lining up for lunch) in 25% of opportunities to performing as above with no more than 1 prompt/redirection for the routines, in 100% of opportunities across 5 data collection days as measured by classroom data logs.

Measurable Annual Goals



How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester			Measurable Annual Gos	<u>als</u>
Standard: Non CCSS Goals Annual Goal: Adaptive Skill: Participation By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) will collaborate with (a) peer(s) improving appropriate participation skills from turning her body to face the peer and remain in interactive learning for 0 minutes to turning her body to face the peer and remain in interactive learning for 10 minutes in 3/4 observable trials across 5 data collection days as measured by classroom data logs, observations. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Interactive Play with peers By 05/12/2020, when given classroom and playground free play opportunities with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cue and/or modeling to use words to initiate play with opers, and maintain interactive play for 10 minutes improving social interactions skills from responding to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what sites wants in 75%, of poportunities across 5 data collection days	X Copy o			Written Progress Report
Annual Goal: Adaptive Skill: Participation By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will By 05/12/2020, when given a situation with a conflict with an information in the sway or grabbing what site wants in 76% of opportunities cores 5 data collection days By 05/12/2020, when given a situation with a conflict with an information in the sway or grabbing what site wants in 76% of opportunities across 5 data collection days	Report of Stu	dent Progress: Semester		
Skill: Participation By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) will collaborate with (a) peer(s) improving appropriate participation skills from turning her body to face the peer and remain in interactive learning for 0 minutes to turning her body to face the peer and remain in interactive learning for 10 minutes in 3/4 observable trials across 5 data collection days as measured by classroom data logs, observations. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Interactive Play with peers By 05/12/2020, when given classroom and playground free play opportunities with peers, will use words to join/initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what sire warns in 75% of opportunities across 5 data collection days	Standard:	Non CCSS Goals		
By 05/12/2020, when given an opportunity to collaborate with a peer (turn and talk, or group work) will collaborate with (a) peer(s) Improving appropriate participation skills from turning her body to face the peer and remain in Interactive learning for 0 minutes to turning her body to face the peer and remain in Interactive learning for 10 minutes in 3/4 observable trials across 5 data collection days as measured by classroom data logs, observations. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Interactive Play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words and asking for something she wants in 100% of opportunities across 5 data collection days	Annual Goal:	Adaptive		
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Annual Geal: Social Emotional/Behavior Skill: Interactive Play with peers By 05/12/2020, when given classroom and playground free play opportunities with peers, will use words to join/initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, respond by using appropriate words improving social skills from pushing others away or grabbing what sine wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	X Copy of Other	f Goal Page	• p	Written Progress Report
Skill: Interactive Play with peers By 05/12/2020, when given classroom and playground free play opportunities with peers, will use words to join/initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what sne warns in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	_			
By 05/12/2020, when given classroom and playground free play opportunities with peers, will use words to join/Initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what sine wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	Standard:	Non CCSS Goals		
By 05/12/2020, when given classroom and playground free play opportunities with peers, including the play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to performing as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what she wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	Annual Goal:	Social Emotional/Behavi	or and the second	
join/initiate play with peers, and maintain interactive play for 10 minutes improving social interactions skills from responding to peer invitations to play, needing adult cues and/or modeling to use words to initiate play in 50% of opportunities, to peer invitations as above with one adult cue/redirection in 100% of opportunities across 5 data days as measured by classroom data logs. How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, will respond by using appropriate words improving social skills from pushing others away or grabbing what she wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	Skill: Interacti	ve Play with peers		
X Copy of Goal Page Written in Report Card Written Progress Report Report of Student Progress: Semester Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, respond by using appropriate words improving social skills from pushing others away or grabbing what sine wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	join/initiate pla peer invitatior	ay with peers, and maintains to play, needing adult co	n interactive play for 10 minutes implues and/or modeling to use words to	roving social interactions skills from responding to initiate play in 50% of opportunities, to
Standard: Non CCSS Goals Annual Goal: Social Emotional/Behavior Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, respond by using appropriate words improving social skills from pushing others away or grabbing what sine wants in 75% of apportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	X Copy of Other	Goal Page		Written Progress Report
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Skill: Responding to others during conflict By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, respond by using appropriate words improving social skills from pushing others away or grabbing what she wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	Standard:	Non CCSS Goals		
By 05/12/2020, when given a situation with a conflict with an adult or peer during non-instructional time, respond by using appropriate words improving social skills from pushing others away or grabbing what she wants in 75% of apportunities to using her words and asking for something she wants in 100% of apportunities across 5 data collection days	Annual Goal:	Social Emotional/Behavio	or	
respond by using appropriate words improving social skills from pushing others away or grabbing what sne wants in 75% of opportunities to using her words and asking for something she wants in 100% of opportunities across 5 data collection days	Skill: Respond	ding to others during confli	ct	
	respond by us opportunities (sing appropriate words im to using her words and asl	proving social skills, from pushing otl	hers away or grabbing what sne wants in 75% of

Measurable Annual Goals

How will progress toward this goal be reported?

	Measurable Annual G	oals
X Copy of Goal Page Other	Written in Report Card	Written Progress Report
Report of Student Progress: Semeste	r	
Standard: Non CCSS Goals		
Annual Goal: Cognition		
Skill: Geometry		
distinguish between defining attribut as round, number of sides, number	rtunity to build or draw a shape with or es improving geometric identification s of angles with 0% accuracy to being al days as measured by classroom data	skills from being able to determine attributes such ble to determine listed attributes with 50% accuracy
How will progress toward this goal l X Copy of Goal Page Other	oe reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semeste	r	
Standard: Non CCSS Goals		
Annual Goal: Cognition		
Skill: Count & Tell to 10		
accurately count the set and tell how	up to 10 objects and asked "how many many there are, improving early mathys as measured by classroom data lo	n skills from counting 1,2,3, 4 to counting 1-10 in
How will progress toward this goal l X Copy of Goal Page Other	pe reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester	·	
Standard: Non CCSS Goals		
Annual Goal: Cognition		
Skill: Letter recognition		
By 05/12/2020, when given an oppo improving early reading skills from n (pointing to) b)naming 16-20 more le logs.	aming letters in her name (and and	will identify and say 16-20 letters the letter O with 100% accuracy to a) identifying a collection days as measured by classroom data
How will progress toward this goal b X Copy of Goal Page Other	Written in Report Card	Written Progress Report
Report of Student Progress: Semester	•	

Measurable Annual Goals



Snonomish School District 1601 Avenue D

Snohomish, WA 98290-1799 360-563-7308

Measurable Annual Goals
Standard: Non CCSS Goals
Annual Goal: Occupational Therapy
Skill: Writing
By 05/12/2020, when given a model and prompting will write name improving independence in writing skills from writing 3/3 recognizable letters of name in 0/4 opportunities, over 4 data collection days to writing 3/3 recognizable letters of name in 3/4 opportunities, over 4 data collection days as measured by work samples, OT/teacher data
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Occupational Therapy
Skill: Drawing
By 05/12/2020, when given modeling and prompting will draw independently improving fine motor precision from drawing a person with a head and body, and 10 or more recognizable details (arms, legs, feet, hands, fingers, eyes, nose, mouth, ears, hair) in 0/4 trials, over 4 data collection days to drawing a person with a head and body, and 10 or more recognizable details (arms, legs, feet, hands, fingers, eyes, nose, mouth, ears, hair) in 2/4 trials, over 4 data collection days as measured by work samples and OT data
How will progress toward this goal be reported? X Copy of Goal Page
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Occupational Therapy
Skill: Cutting
By 05/12/2020, when given scissors and cutting task was a will independently turn paper improving bilateral coordination from cutting straight lined shapes (square, triangle, diamond, etc.) within 1/2" of line, 0/4 opportunities, over 4 data collection days to cutting straight lined shapes (square, triangle, diamond etc.) within 1/2" of line, 2/4 opportunities, over 4 data collection days as measured by OT data and work samples
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Standard: Non CCSS Goals

Measurable Annual Goals



	Measurable Annual	GORIS
Annual Goal: Physical Therapy		
Skill: Curbs		
By 05/12/2020, when given a curb playground at recess from 0/3 trials to		ver the curb improving ability to access the it data and EA/Teacher report over three data days
How will progress toward this goal be X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy		
Skill: Ball Skills		
By 05/12/2020, when given a 6-8 inched ball games in PE from 0/5 trials to 5/5		ne ball 15 feet improving her ability to participate in I EA/Teacher report over three data days
How will progress toward this goal be X Copy of Goal Page Other	e reported? Written in Report Card	Written Progress Report
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy		
Skill: Jumping		
By 05/12/2020, when given a small of held assist from an adult improving he classroom data over 3 data days	bject on the floor will incer ability to participate in PE from 0/	dependently jump over a small object with one hand /3 trials to 3/3 trials as measured by therapist and
How will progress toward this goal be X Copy of Goal Page Other Report of Student Progress: Semester	e reported? Written in Report Card	Written Progress Report
vehour or princent troatess: peillester		



Program Accommodations/ Modifications and Support for School Personnel

Meeting	Date:	05/07/2019	

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate.

Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

L	with no accommodations/modifications
X	with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
2nd person-placement in line	daily	school setting	05/13/2019 to 05/12/2020
During transition times outside of classroom: keeps hands occupied by carrying impor. folder	daily	school setting	05/13/2019 to 05/12/2020
PRESENTATION: Clear and specific directions/simplify directions	Daily for teacher-directed tasks/assignme nts	Special Ed & General Ed	05/13/2019 to 05/12/2020
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activitie s (e.g. cut, color, glue)	Special Ed & General Ed	05/13/2019 to 05/12/2020
PRESENTATION: Provide desktop list of tasks or schedule board	As determined by special ed teacher	General Education	05/13/2019 to 05/12/2020
RESPONSE: Reduce number of items within assignment	as determined by SPED staff	classroom setting	05/13/2019 to 05/12/2020
RESPONSE: Utilize alternative modes of response for assignments/tests	as determined by SPED staff	classroom setting	05/13/2019 to 05/12/2020
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/13/2019 to 05/12/2020
SETTING: Preferential seating (specify per student needs)	As determined by special ed teacher to allow for direct sight-line to teacher/present ation	Special Ed & General Ed	05/13/2019 to 05/12/2020



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Accommodations	Frequency	Location	Duration m/d/y to m/d/y
SETTING: Provide individualized/small group instruction	daily as determined by special ed teacher for new academic content, IEP goal instruction	General Ed & Special Ed	05/13/2019 to 05/12/2020
Visual support for transition times (picture cards)	as determined by SPED staff	school setting	05/13/2019 to 05/12/2020
Voice enhancement	daily	classroom setting	05/13/2019 to 05/12/2020
Modification(s)	Frequency	Location	Duration m/d/y to m/d/y

Supports for School Personnel (training, professional development, etc):

Support(s)	Frequency	Location	Duration m/d/y to m/d/y
			-



Snohomish School District 1601 Avenue D

Snohomish, WA 98290-1799 360-563-7308

State or Districtwide Assessments of Student Achievement

Meeting	Date:	05/07/2019

PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), Smarter Balanced, and End-of-Course (EOC) see Guidelines on Tools, Supports, & Accommodations.

Assessment	Accomm	odations	If YES, List Accommodation(s) by Assessment
	Yes	No	
	Curi	rent Grade T	ests
Brigance			
Brigançe			
Mathematics		х	
Social / Emotional Behaviors		X	
English Language Arts		х	
ESGI			
ESGI			
Reading		X	
Math		х	
	Ne	xt Grade Tes	ts .
Brigance			
Social / Emotional Behaviors		Х	
English Language Arts		х	
Mathematics		Х	
ESGI	ert zakona jagbarro		
ESGI Math		х	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Special Education and Related Services

Meeting Date: __05/07/2019__

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/13/2019 - 05/12/2020

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
	17 - 17 - 12	the part of the second	W	Related			
No	Physical Therapy	PT	PT	30 Minutes / 1 Times Weekly	General Education	05/13/2019	05/12/2020
No	Occupational Therapy	OT	ОТ	20 Minutes / 2 Times Weekly	Special Education	05/13/2019	05/12/2020
			Spec	cial Education			
No	Communicati on	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/13/2019	05/12/2020
No	Cognition	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	General Education	05/13/2019	05/12/2020
No	Adaptive	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	General Education	05/13/2019	05/12/2020
No	Social Emotional/Be havior	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	General Education	05/13/2019	05/12/2020

Total minutes per week student spends in school:

1780 minutes per week

Total minutes per week student is served in a special education setting:

80 minutes per week

Percent of time in general education setting:

95.51% in General Education Setting

Supplementary Aids and Services:

Goncurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	EA assistance	Paraeducator	Special Ed Teacher	340 Minutes / 5 Times Weekly	General Education	05/13/2019	05/12/2020



Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799

360-563-7308

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/13/2019 - 05/12/2020

Placement Options for LRE	SELE	CTION	ORREASONS REJECTED				
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students		
80%-100% in Regular Class	Х	Х					
40%-79% in Regular Class							
0-39% in Regular Class							
Public/private separate day school							
Public/Private residential							
Correctional Facility			 				
Private/Home School Placement by Parents							
Homebound/Hospital							

Public/private separate day school						
Public/Private residential						
Correctional Facility						
Private/Home School Placement by Parents						
Homebound/Hospital						
An explanation of the extent, if any, to wh and in nonacademic and extracurricular ac education:	ich the studen tivities, includ	it will not partic	pate with nondis n of any adaptati	abled students is ons needed for p	n the general educat participation in phys	tion class, sical
will be participating in a general e- entire day for cognitive, social emotion	ducation clas al/behavior a	sroom with he and adaptive n	r peers. receeds.	quires access t	to a para educator	for her
Transportation: Regular General PE: X Yes	r X Specia	al				
Parent Notification Procedures:						
The district has a procedure for notifying is attached to this IEP.	ng parents re	garding the us	e of restraint or	isolation. A co	opy of the district's	procedure
Other Considerations: Extended School Year:	s X No	If Yes, must o	complete ESY fo	rm.		
ecial Education and Related Services						Daga 22



Snohomish School District 1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

 Special Education and Related Services

Emergency Response Protocol: Yes X No



Snohomish School District 1601 Avenue D

Snohomish, WA 98290-1799 360-563-7308

	Prior Written Notice	
To: _ Re: Student's Name: _		Date: 04/26/2019
required to provide you with prior written noticeducational placement, or provision of a free ag	ducation child or child suspected of needing special education set e whenever it proposes or refuses to initiate or change the identife opropriate public education to your child. This notice should be given to you in a reasonable a	ication, evaluation, given to you after a distric
The purpose of this prior written notice is to	inform you that we are:	
1. proposing refusing (mark one of the above)	to 2. initiate change continue discontinue (mark one of the above)	nue a/an
Mark all items below that apply:		
3. Referral Educational Placement Disciplinary action that is a change of placement	Initial Evaluation X IEP 504 Plan	Eligibility Category Reevaluation Other:
Description of the proposed or refused action: is due for her annual IEP review.		
The reason we are proposing or refusing to take qualifies for SDI in the areas of Fine N	action is: Motor, Gross Motor, Speech and Language, Cognitive and A	Adaptive under her
Description of any other options considered and Special Education law requires annual revinstruction in Cognitive, Social Emotional,	d rejected: riew of a student's IEP. continues to qualify for Speciall Adaptive, and Communication. She qualifies for related se	ly Designed rvices in PT and OT
The reasons we rejected those options were: No rejections reasons presented at this tir	ne.	
A description of each procedure, test, record, or Data collection by SPED service providers	report we used or plan to use as the basis for taking this action is	s as follows:
Any other factors that are relevant to the action None at this time.		
The action will be initiated on: 05/13/2019		
Education Students and Their Families. If this (2) as part of a request for reevaluation or (3) no procedural safeguards accompanies this notice.	EA. These protections are explained in the Notice of Procedural prior written notice is given to you (1) as part of your child's initiotice to you regarding disciplinary action that constitutes a chang If a copy of the Notice of Procedural Safeguards for Special Eduke a copy or you would like help in understanding the content, p	al referral for evaluation, e of placement the acation Students and
<u>Lauren Hyatt</u>	at	
The district has a policy for notifying parents i	regarding the use of restraint or isolation. A copy of this policy is	attached to this IEP.

Prior Written Notice

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



Snonomisn School District 1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- · obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and
 that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - · risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Medicaid Consent		
Date:05/07/2019		
PURPOSE: This form asks for your consent to share the necessary information to ver Medicaid reimbursement with the Washington State Health Care Authority, Health and does not affect individual benefits under Medicaid or require a co-pay or deductible, school district's Director of Special Education or designee for an explanation as to wh	nd Recovery Services Admit If you have questions regar	inistration. Billing HCA rding this request, call the
Student's Name:	_ Student's SSID:	
Current School: RIVERVIEW ELEMENTARY	Date of Birth:	06/21/2012
State law requires the school district to submit claims for health-related services provi for special education. These services include physical therapy, occupational therapy, counseling, and psychological evaluation.		
With your permission, Snohomish School District, will submit your student's name an Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negative individualized education program (IEP).	nd birth date to the Washing yely impact services include	gton State Health Care ed in your child's
With your permission, we will share necessary identifying information from your chil reimbursement from the Washington State Health Care Authority (HCA). If any addithe IEP, the school district will request additional consent. If my child no longer is se transfer to a new district.	tional Medicaid reimburser	nent services are added to
This authorization will begin on <u>05/07/2019</u> .		
By giving consent, you are acknowledging that (1) you have been fully informed of all consent is sought; (2) you understand that the granting of consent is voluntary on your revoke consent, the revocation is not retroactive; which means that it does not negate a	part and may be revoked a	it any time; and (3) if you
X 1 gibility with HCA and to submit clai	ms for allowable services.	
I lead to subtree to services under the Individualized		rvices. I understand that my



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Progress Report

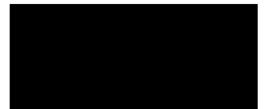
Meeting Date:	05/07/2019
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PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Progress will be reported using the following codes.

- ES Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.
- IP Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.
- M Mastered this annual goal.
- NI Not been provided Instruction on this goal.

	ging - Not	enough tin	ne to demonstr	ate significant (growth due to r	ated alternative recent IEP date.).	skill described	below	
Standard:	Non CCS	S Goals							
Annual Goal:	Commun	ication							
Skill: Expressiv	e Languag	e							
By 05/12/2020 improving Exp choice options,	ressive La	nguage Ski	ills from 2/10 o	pportunities wit		nd to questions a noice options to			
How will pro X Copy of Other Report of Stu	Goal Page			Written in Repo	ort Card	☐ Wi	ritten Progress	Report	
Progress of G	Goals:	1	2	3	4	5	6	7	8
Date of Re	view: 06	/10/2019	02/07/2020						
Prog	ress:	SE	SP					1	
Comments: 6/10/19 Leslie questions. Grea 02/07/2020 - 0 working hard, a	at work, Given a cho	oice of 2, to have in	identifies an	282	365	wheels turni what do we use		ks hard to ans	
Annual Goal:	Commun	ication							
Skill: Language	e/Intelligib	ility							
Expressive Lan	guage, Vo	cabulary, a	nd Speech Inte	elligibility from 2	2/10 accurate a	will a) describe p accurately prod and intelligible p and classroom te	hrases with sca	affolding/mode	ling to 6/10
How will pro	gress tow	ard this go	al be reported?						
X Copy of	Goal Page			Written in Repo	ort Card	W	ritten Progress	Report	
Progress Report				Special Edu	ucation Services				Page 1



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

0		Prog	ress Report				
Other							
Report of Student Progress: Se	mostor						
Report of Student Progress. Se	mester						
Progress of Goals: 1	2	3	4	5	6	7	8
Date of Review: 06/10/201		<u> </u>	1			-	
Progress: SE	ES						
Comments: 02/07/2020 - uses primarily 1 picture using a 2-word phrases (pworks really hard imitating each sarticulate them separately.	1-2 word phrases. 9 erson verbing) with yllable, even when	n 33% accura	icy. We have be	en working on p	pacing words, 1	syllable at a tir	escribes a me ng able to
Standard: Non CCSS Goals							
Annual Cook Adoptive							
Annual Goal: Adaptive							
Skill: Transitions							
By 05/12/2020, when given an op successfully improving ability to fo time to work places or circle time prompt/redirection for the routine How will progress toward this of the country of Goal Page Other	ollow routine and in to lining up for lun s, in 100% of oppo goal be reported?	nstructions fro ch) in 25% of	om needing pro f opportunities sss 5 data colled	mpts to transition to performing as as me	on from activity above with no	more than 1 sroom data logs	circle
Report of Student Progress: Se	mester						
Progress of Goals: 1	2	3	4	5	6	7	8
Date of Review: 06/18/201 Progress: SE	9 02/07/2020 SP						
Progress. SE	31				//		
Comments: 6/14/19 IEP was recently developed is doing a great journal of the standard: Non CCSS Goals	ed and there has n b at transitioning v	ot been enou with minimal a	gh time to show adult prompting	v adequate grow J.	th. L. Hyatt		
Annual Goal: Adaptive							
Skill: Participation							
By 05/12/2020, when given an op peer(s) improving appropriate pa to turning her body to face the pe days as measured by classroom d	rticipation skills fro eer and remain in i	om turning he nteractive lea	er body to face t	he peer and ren	nain in interacti	will collaborate ve learning for across 5 data co	0 minutes
How will progress toward this	goal he reported?						
X Copy of Goal Page Other		ritten in Repo	ort Card	W	itten Progress I	Report	

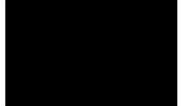


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Progress	Report	
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Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/18/2019	02/07/2020						
Progress:	SE	ES						

Comments:								
	s recently developed is able to collaborate				v adequate growt	h. L. Hyatt		
Standard:	Non CCSS Goals							
Annual Goal:	: Social Emotional/Behavior							
Skill: Interactive	e Play with peers							
with peers, and needing adult of	when given classro maintain interactive ues and/or modeling in 100% of opportur	e play for 10 minu I to use words to	utes improvin initiate plav i	g social interact	ions skills from r tunities, to perfo	esponding to printing as above	ords to join/ini beer invitations e with one adu	to play
X Copy of Other	gress toward this go Goal Page dent Progress: Sem	_ w	ritten in Repo	ort Card	☐ Wri	tten Progress F	Report	
Progress of G	(S) Special Control of the Control o	2	3	4	5	6	7	8
	ress: SE	02/07/2020 SP						
	s recently developed is able to engage wi Non CCSS Goals							
Annual Goal:	Social Emotional/Be	ehavior						
Skill: Respondir	ng to others during o	conflict						
using appropria	when given a situal te words improving asking for something	social skills from	n pushing oth	ers away or gra	bbing what she w	vants in 75% o	will responded or opportunities ared by classroo	s to using
X Copy of Other	gress toward this go Goal Page dent Progress: Sem	_ w	/ritten in Repo	ort Card	Wri	tten Progress F	Report	
Drogress of C	oaler 1	2	2	4	5	6	7	0
Progress of G	oals: 1	2	3	4	5	6	7	8
Progress Report								Page 3



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			D	Pt				
			Prog	ress Report				
Date of Review: 06	/10/2010	02/07/2020		r .	ı		T.	ľ
Progress:	SE	SP						
riogicss.	JL	J.						
Comments: 6/14/19 IEP was recentle 2/7/2020 - is able to		l and there has when she does n						
Standard: Non CCS	S Goals							
Annual Goal: Cognitio	n							
Skill: Geometry								
By 05/12/2020, when gi between defining attribu sides, number of angles collection days as measu	tes improvi with 0% ac	ng geometric ide curacy to being	entification skil able to determ	Is from being a	ble to determin	e attributes suc	will be able to o ch as round, nu 5 trials across 5	mber of
How will progress tov X Copy of Goal Page Other	3		Vritten in Repo	ort Card	W	ritten Progress	Report	
Report of Student Pro	gress: Sem	ester						
Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 06	/18/2019	02/07/2020						
Progress:	SE	ES						
Comments: 6/14/19 IEP was recently 2/7/2020 - is able to Standard: Non CCS	trace shap	l and there has bes, but unable t	not been enou to draw them i	gh time to show ndependently. S	v adequate grov She is able to id	wth. L. Hyatt lentify a circle a	and a square.	_
Annual Goal: Cognitio	n							
Skill: Count & Tell to 10	1.0							
By 05/12/2020, when gi count the set and tell ho collection days as meas	w many the	ere are, improvir	ng early math s	now many?" skills from coun	will us uing 1,2,3, 4 to	se 1:1 correspo counting 1-10	ndence to accu in 4/5 trials ac	rately oss 5 data
How will progress to	3			10-1		D	D	
X Copy of Goal Page Other	9	V	Vritten in Repo	ort Card	W	ritten Progress	Keport	
Report of Student Pro	gress: Sem	ester						
Progress of Goals:	1	2	3	4	5	6	7	8

Comments:

Progress:

Date of Review: 06/18/2019 02/07/2020

ES



Progress Report

Snohomish School District

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Progress Report

tandard: No	CCSS Goals							
nnual Goal: Co	ınition							
kill: Letter recogn	tion							
30 00 10								5
y 05/12/2020, wh eading skills from 6-20 more letters	naming letters i	n her name (and the lette	er O with 100%	accuracy to a)	and say 16-20 identifying (po data logs.	letters improvi inting to) b)na	ng early ming
How will progre	s toward this go	oal be reported?						
X Copy of Goa Other	.V		ritten in Repo	ort Card	W	ritten Progress	Report	
eport of Studen	Progress:Sem	ester						
Progress of Goal	i: 1	2	3	4	5	6	7	
D-4 (D	: 06/18/2019	02/07/2020						
Date of Review	100/10/100							
Progres omments: /14/19 IEP was re /7/2020 - is a ials, she was able	s: SE cently developed ble to consistent to identify the form	ly identify between ollowing letters: A	en 6 and 9 let (3/5), B (3/5	ters, but they a	re often a diffe	rent 6-9 letters	each time. Ov , O (5/5), P (1,	er five /5), Q
Progres omments: /14/19 IEP was re /7/2020 - is a ials, she was able /5), S (2/5), T (1	s: SE cently developed ble to consistent to identify the form	I and there has no ly identify betwee collowing letters: A	en 6 and 9 let (3/5), B (3/5	ters, but they a	re often a diffe	rent 6-9 letters	each time. Ov , O (5/5), P (1,	ver five /5), Q
Progres omments: /14/19 IEP was re /7/2020 -	seently developed ble to consistent to identify the fo (5), V (1/5), W (I and there has nelly identify betwee ollowing letters: A (2/5), Y (1/5), Z (en 6 and 9 let (3/5), B (3/5	ters, but they a	re often a diffe	rent 6-9 letters	each time. Ov , O (5/5), P (1,	rer five /5), Q
Progres Comments: 5/14/19 IEP was re 1/7/2020 - is a rials, she was able 4/5), S (2/5), T (1	seently developed ble to consistent to identify the fo (5), V (1/5), W (I and there has nelly identify betwee ollowing letters: A (2/5), Y (1/5), Z (en 6 and 9 let (3/5), B (3/5	ters, but they a	re often a diffe	rent 6-9 letters	each time. Ov , O (5/5), P (1,	ver five /5), Q
Progres fomments: /14/19 IEP was re /7/2020 -	secently developed ble to consistent to identify the fo (5), V (1/5), W (or CCSS Goals supational Thera	d and there has nearly identify between lollowing letters: A (2/5), Y (1/5), Z (1/5), Y (1/5), Z (1/5)	en 6 and 9 let 3 (3/5), B (3/5 (3/5).	iters, but they a	ne often a diffe 1/5), E (1/5), I	rent 6-9 letters (1/5), M (2/5)	, O (5/5), P (1,	vritina
Progres Comments: 6/14/19 IEP was reisely is a side of the control of the contro	cently developed ble to consistent to identify the form (5), V (1/5), W (1/5), V (1/5), W (1/	I and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let 3 (3/5), B (3/5 (3/5).	iters, but they a	ne often a diffe 1/5), E (1/5), I	rent 6-9 letters (1/5), M (2/5)	, O (5/5), P (1,	vritina
Progres Comments: /14/19 IEP was ref /7/2020 -	cently developed ble to consistent to identify the form (5), V (1/5), W (1/	d and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let 3 (3/5), B (3/5 (3/5).	ill write name i collection days mples, OT/teac	nre often a diffe 1/5), E (1/5), I mproving indep to writing 3/3 her data	rent 6-9 letters (1/5), M (2/5)	ing skills from ters of name in	vritina
Progres comments: /14/19 IEP was reference is a rials, she was able 4/5), S (2/5), T (1) ctandard: No community is a recognizable leprortunities, over How will progre X Copy of Goal Other	cently developed ble to consistent to identify the form of the for	d and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let (3/5), B (3/5) (3/5). w, over 4 data ed by work sa	ill write name i collection days mples, OT/teac	nre often a diffe 1/5), E (1/5), I mproving indep to writing 3/3 her data	rent 6-9 letters (1/5), M (2/5) endence in writ	ing skills from ters of name in	vritina
Progres omments: /14/19 IEP was red is a second is a	cently developed ble to consistent to identify the form of the for	d and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let (3/5), B (3/5) (3/5). w, over 4 data ed by work sa	ill write name i collection days mples, OT/teac	nre often a diffe 1/5), E (1/5), I mproving indep to writing 3/3 her data	rent 6-9 letters (1/5), M (2/5) endence in writ	ing skills from ters of name in	vritina
Progres omments: /14/19 IEP was ref /7/2020 -	cently developed ble to consistent to identify the form of the for	d and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let (3/5), B (3/5) (3/5). w, over 4 data ed by work sa	ill write name i collection days mples, OT/teac	nre often a diffe 1/5), E (1/5), I mproving indep to writing 3/3 her data	rent 6-9 letters (1/5), M (2/5) endence in writ	ing skills from ters of name in	vritina
Progres omments: /14/19 IEP was re is a side	cently developed ble to consistent to identify the form of the for	d and there has not ly identify between lollowing letters: A (2/5), Y (1/5), Z (2/5), Z (2/5)	en 6 and 9 let (3/5), B (3/5), (3/5). w, over 4 data ed by work sa	iters, but they a 5), C (4/5), D (write name in collection days imples, OT/teac ort Card	mproving indep to writing 3/3 her data	rent 6-9 letters (1/5), M (2/5) eendence in writ recognizable let	ing skills from ters of name in	writing n 3/4

June 2019: has been able to demonstrate independence in writing an 'but is still working on writing and She is able to trace

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1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Progress Report

	with multiple horizontal lines, but will respond to "line down, now, 1, 2, 3,
STOP!" for an appropriate will continue to make	progress with this in the next school year as she will get many opportunities to
STOP!" for an appropriate will continue to make write her name in first grade! ~Erin Matthews, MS, OT	R/I
mice her hame in mot grader. Elim Hattherio, 110, 011	. 4 –

Ctandard: N	lon CCCC Cools							
Standard: N	Ion CCSS Goals							
Annual Goal: (occupational Thera	ру						
Skill: Drawing								
person with a hea 0/4 trials, over 4	when given modeli ad and body, and 1 data collection day es, nose, mouth,	lo or more reco	gnizable details person with a h	s (arms, legs, f nead and body	, and 10 or more	rs, eyes, nose recognizable	, mouth, ears, h details (arms, le	nair) in egs, feet,
How will prog	ress toward this go	oal be reported?						
X Copy of G Other	oal Page		Written in Repo	ort Card	Wr	itten Progress	Report	
Report of Stude	nt Progress:Sem	ester						
Progress of Go	als: 1	2	3	4	5	6	7	8
Date of Revi	ew: 06/10/2019	The state of the s						
Progre	ess: SE	SP						
June 2019: The requires some had capability of addi most parts. She write letters when Trin Matthews,	e and a comment of the comment of th	tures! She has restance when she ails to pictures or the on drawing ba	ecently comple is not "in the of people. She asic shapes wit	ted a drawing mood" to draw is able to add th connecting l	of Mom and Dad according to the circular details to nes to improve h	the faces, but er ability to di	t requires promp raw pictures as	pting for well as
Standard: N	Ion CCSS Goals							
Annual Goal: (occupational Thera	ру						
Skill: Cutting								
cutting straight li	when given scissors ned shapes (squan pes (square, triang samples	e, triangle, diam	nona, etc.) with	nin 1/2" of line	ntly turn paper ir , 0/4 opportunitio portunities, over	es, over 4 data	collection days	to cutting
X Copy of G Other	ress toward this go oal Page ent Progress:Sem		Written in Repo	ort Card	Wr	itten Progress	Report	
	•	-				_		_
Progress of Go	als: 1	2	3	4	5	6	7	8

Progress Report Page 6



Report of Student Progress: Semester

Snohomish School District

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

9		Prog	ress Report				
D-1					1		ı
Date of Review: 06/10/2019 Progress: SE	01/27/2020 M						
Progress. 3L	M						
Comments: January 2020: has mastered to appropriately turn to that is mostly when she is not feeliconsistency, and introduce harder June 2019: has had limited op that she is not yet turning the papprompted to cut on the line. She cowork on this skill in the next school	ng like doing the t shapes to cut. ~Er portunities to work er independently, l uts better when the	assistance. Af ask. When m in Matthews, con straight out requires a e lines are bo	t times, she will notivated, she ha MS, OTR/L lined shapes sin assistance still. S old or thicker for	need assistances demonstrated ce her recent If She is able to control to be able	e to maintain a d mastery! We EP. She has der ut straight lines to see them be	ccuracy to the will continue to monstrated mo accurately wheter. She will c	line, but work on st recently en
Standard: Non CCSS Goals							
Annual Goal: Physical Therapy							
Skill: Curbs By 05/12/2020, when given a curb	will in	dependently	step over the c	urb improving a	bility to access	the playgroup	d at recess
Other Report of Student Progress: Ser	nester						
Progress of Goals: 1	2	3	4	5	6	7	8
Date of Review: 06/14/2019	01/27/2020						
Progress: SE	SP						
Comments: 1/27/2020 had mastered this depth perception when stepping up trampoline and then sit down and sof verbal encouragement, but this has started to use the large wall mot functional long term as she will rather than at the mirror to help he that her functional vision will impro	onto an object an scoot off of it wher is still an emerging irror in the theraps I not have mirrors er rely more on he	nd when step I she is done I skill at this I room to see I for most of h I r functional I	ping down. In t . She will step u time. As a work e where she is in her life. Emphas	he therapy roor up and down wi caround for her n space. While is has been on ecomes more ac	n she wants to th both hands h difficulty with this is a great (continued enco ccustomed to h	crawl on to the neld by an adul depth percepti (and smart) str ouragement to l er glasses, I'm	e mini t and lots on, she ategy, it's look down
Standard: Non CCSS Goals							
Annual Goal: Physical Therapy							
Skill: Ball Skills							
By 05/12/2020, when given a 6-8 in PE from 0/5 trials to 5/5 trials as	inch ball in PE s measured by PI	will t data and EA/	throw the ball 15 Teacher report o	5 feet improving over three data	j her ability <mark>t</mark> o j days	participate in b	all games
How will progress toward this g X Copy of Goal Page Other		ritten in Repo	ort Card	Wr	itten Progress I	Report	

Progress Report Page 7



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Progress	Re	por	į
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Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/14/2019	01/27/2020						
Progress:	SE	SP						

Comments:

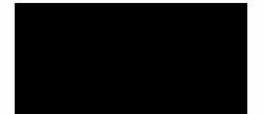
1/27/2020 is making steady progress with this annual goal. She has been working on developing more of her upper extremity and core strength in combination with throwing. For example, is highly motivated by the platform swing, and she has been working on laying prone (on her tummy), strengthening her arms to push and pull herself around to pick up a ball. She then lifts her upper torso, arm and head against gravity to throw to a hula hoop 6-8 feet away. She reverses this activity by leaning back (lowering her trunk to the floor with therapist support), reaching overhead to pick up a ball from therapist, sitting up and throwing to the hula hoop. strength is steadily improving as her aim with a large target such as a hula hoop. Should be very proud of the progress she has made! Kelly Daniels, MPT

Standard:	Non CCSS Goals		
Annual Goal:	Physical Therapy		
Skill: Jumping			
By 05/12/2020 from an adult in data days	, when given a small object or nproving her ability to particip	n the floor will independently jur pate in PE from 0/3 trials to 3/3 trials as me	mp over a small object with one hand held assist asured by therapist and classroom data over 3
X Copy of Other	gress toward this goal be rep Goal Page dent Progress: Semester	orted? Written in Report Card	Written Progress Report
Report of Stu	ucht Progress. Semester		

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: (6/14/2019	01/27/2020						
Progress:	SE	SP						

Comments:

therapy time is working on an obstacle course which gives her the opportunity to work on balance, leg strengthening and agility skills. She enjoys the obstacle course, but due to her depth perception, she continues to be timid in her approach to jumping over something. With the change in her glasses, she tends to need more support for jumping. She has primarily been jumping over an agility ladder whose rungs are bright yellow to make them easier to see. The rungs are approximately an 1/8th of an inch off the floor. The preference is to take one step over followed by the other rather than jumping. She will attempt to jump with adult support though.



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No:	tice of Meeting
PURPOSE: This invitation requests your attendance at a meethe opportunity to participate in any meeting regarding the ideappropriate public education for your child.	ting concerning the educational program/needs of your child. You have entification, evaluation, educational placement, and the provision of a free
То: _	Date Sent to Participants:05/07/2020_
This meeting has been scheduled for: Date 05/18/2020 Location RIVERVIEW ELEMENTARY	Time <u>2:01 PM</u>
If you have any questions or would like additional information contact Alisa Wareham at 3605634405 e-mail alisa.wareham	n or assistance to help you prepare for this Eligibility meeting, please @sno.wednet.edu.
This is to notify you that a/an Eligibility meeting has been schare very important. This Reevaluation meeting must be schedule to (check all that apply):	neduled for this student. Your participation and attendance at this meeting uled at a mutually agreed upon time and place. The purpose of this meeting
X Review Evaluation Reports Consider Transitional Services Eligibility Determination	X Review Educational Progress Reevaluation Consideration Other:

The following are invited to attend and participate in the Reevaluation meeting:

Parent School Psychologist General Education Teacher Special Education Teacher Parent/Guardian Student Occupational Therapist District Representative Other

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area:

Eligibility

Contact Type:

Consent for Evaluation

Consent Letter Date: 02/27/2020

Method	Contact Date	Consent Date	Consent	Contact Name
Letter	02/27/2020	03/03/2020	Consent	
		Commen	ts:	
		<u>.</u>		

Notification Area: Eligibility

Contact Type:

Meeting Notification

Meeting Date:

05/18/2020

Time:

2:01 PM

Location:

RIVERVIEW ELEMENTARY

			·
Method	Contact Date	Response Date	Response
Letter	05/07/2020	05/14/2020	Can Attend
.			
Method	Contact Date	Response Date	Response
Phone	05/06/2020		
Method	Contact Date	Response Date	Response
Letter	02/27/2020		



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_	Recvaluation Noti	ficat	tion / Consent
Dea	r Parent(s)/Guardian(s),		
may	are notifying you that your child,	ng tł	, requires a re-evaluation. The parent/adult student or school ne student, including related services personnel, to participate as
The	re-evaluation will address the following areas:		
	Review of Existing Data General Education Teacher Report Academic - Reading Academic - Math Social Emotional/Behavior Adaptive: functional reading Adaptive: functional written language Communication Gross Motor Orientation and Mobility Vision Age Appropriate Transition Assessment Academic		Medical-Physical Cognitive Academic - Writing Student Observation Adaptive Adaptive: functional math Adaptive: Other Fine Motor Hearing Social/Emotional (DD only) Pre-Vocational/Vocational Career-Technical Other:
time	en the assessments are completed, an eligibility and if appropriate, I		
.,	decision to refuse/recommend an evaluation of your child was base. It has been three years since the last reevaluation. State law required continued eligibility, need for special education, related services provided.	ires s	students be recvaluated every three years to determine
E	It has been requested by because		
	Other		
	cription of any other options considered and rejected: ot completing a reevaluation.		
N S	se options were rejected because: ot completing a reevaluation was considered and rejected as everal standardized assessments will be used for the evaluat BAS-3, and BASC-3.	it is ion v	nearing three years since her last evaluation. which may include, but are not limited to: DAS-2,
_	other factors that are relevant to the actions: one		
Case	e Manager: Alisa Wareham		



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Recy	aluation Notification / Consent	
P	arental Response	
I understand that I have the opportunity to participate in of need be considered in assessing my child:	the consideration of the areas to be assessed. I would suggest	the following areas
1		
2		
3		
4		
	this reevaluation and recommend the most appropriate educa-	
It should also be understood that all information collected authorized school personnel pursuant of the Family Education and the Family Education in t	ed during this evaluation will be kept confidential and will be cational Rights and Privacy Act.	used only by
This evaluation should be completed within 35 school d	ays after the parent has given written consent for an evaluatio	n.
I have also been provided the Notice of Procedural Safe protections for students who may require special educations	guards for Special Education Students and Their Families the	nt summarize
I give consent for my child to be evaluated.		
I refuse consent for my child to be evaluated. Comments:		
	Parent/Guardian/Surrogate/Adult Student	Date
Please return this form to Alisa Wareham	at Special Services.	

Consent Disclaimer

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations. The district does not need your consent for a reevaluation when the district has made reasonable measures to obtain your consent for tests administered for reevaluation and you have failed to respond to these requests.



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Evaluation Summary						
	Initial X Reevaluation					
Student Name:	Student ID No.:					
Birth Date:	Grade: 01 Age: 7					
School District: Snohomish School District	School: RIVERVIEW ELEMENTARY					
Evaluation Group Meeting Date: 05/18/2020 Next Thre	e Year Reevaluation Due Date: 05/18/2023					
Primary language of student: English	Primary language at home: English					
Parent(s) name(s): Parent interpreter needed? Yes X No						
Surrogate parent: X No Yes If yes, name:						
Evaluation Case Manager (Psychologist/SLP): Alisa Wareham Title: School Psychologist						
I. Review of Existing Data Student was reevaluated to determine: i. Whether he/she continues to be a special education student and continues to need special education and any necessary related services. ii. The present levels of performance and educational needs of the student; and iii. If any additions or modifications to the special education and any necessary related services are needed to enable the student to meet the measurable annual goals set out in the student's individualized education program and to participate, as appropriate, in the general curriculum. is an 7-year-11-month old, fernale, 1st grade student at Riverview Elementary in Snohomish, WA. receives specially designed instruction under the category of Health Impairments. She currently receives instruction in: cognition, adaptive, communication, occupational therapy, physical therapy, and social emotional skills. According to locked records, has a diagnosis of Down Syndrome (Trisomy 21). She received Occupational and Speech Therapy through Snerwood ExCEL program and education therapy services from Monica Cornish, Birth to three Educator for Snohomish School District. Transitioned from Early Childhood services to preschool services at the age of three on 06/12/2015 under was reevaluated on 05/25/2017 for her kindergarten transition with repeated kindergarten. This evaluation services as her triennial evaluation, Due to the unprecedented need to close all schools in the State of Washington by order of the Governor; all evaluations will be conducted virtually or via the telephone during this time. The student was unavailable for individual testing but the Evaluation Team reviewed the current existing data and determined that the evaluation could be completed through file review and some online assessments completed by teacher and parent with parent consent and input.						
II. Eligibility Decision: Meets Eligibility Criteria: X Yes No						



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Evaluation Summary

Identified Disability Category:

Health Impairments - Students with health impairments are those who have limited strength, vitality or alertness, due to chronic or acute health problems--such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)--which adversely affects or with a high degree of professional certainty will affect their educational performance.

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

By the nature of her disability, requires explicit instructions to continue to improve her social emotional skills and to keep her safe. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations.

Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often enjoys active games. It is inconsistent in her ability to use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/or preferred activities in the school setting rather than sharing and inviting friends to play. It is a required specially designed instruction in social skills development in order to improve her ability to interact with peers.

Functional Academics: para-educator reports that she is always able to read her printed name, and obey signs like Do Not Enter, Exit and Stop. She shakes her head correctly in response to a simple question. She can name 20 or more familiar objects. "Is not able" or "never" use irregular plural nouns correctly, start a conversation of interest to others, nod or smile to encourage others when they are talking.

Functional Academics: mother reports that she "sometimes" reads her printed name, obeys common signs (Stop, Do Not Enter, Exit) and can answer simple questions about a story read to her. "is not able" or "never" writes her first or last name, or states the days of the week in order.

Adaptive:

is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains.

Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

requires assistance to find her way around the school by herself to the restrooms, take the time needed to do schoolwork well, put her shoes on the correct feet, buttons and fastens her clothing, waits for her turn in games and activities and seeks friendships and keeps a stable group of same-aged friends.

Summary of Qualifications and Functioning:

meets requirements for a student with a Health Impairment.

health impairments - Students with health impairments are those who have limited strength, vitality or alertness, due to chronic or acute health problems—such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)—which adversely affects or with a high degree of professional certainty will affect their educational performance.



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Evaluation Summary

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

1. Special Education services including specially designed instruction:

SDI	Area Assessed	Description
Communication	Communication	is in need of specially designed instruction in the areas of receptive and expressive language, and articulation.
Social Emotional/Behavior	Social Emotional/Behavior	requires specially designed instruction in social skills development in order to improve her ability to interact with peers.
Adaptive	Adaptive	qualifies for and requires individualized instruction in Adaptive skills.
Adaptive: functional math	Adaptive: functional math	qualifies for and requires individualized instruction in Adaptive Functional math skills.
Adaptive: functional reading	Adaptive: functional reading	qualifies for and requires individualized instruction in Adaptive functional reading skills.
Adaptive: functional written language	Adaptive: functional written language	qualifies for and requires individualized instruction in Adaptive functional written language skills.

2. Related services: Occupational Therapy Physical Therapy

3. Supplementary Aids and Services:

IV. Assurances

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

Consideration of Test Bias:

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.



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Evaluation Summary

Group Signatures (the date and signature of each professional member of the evaluation group below certifies that the evaluation report represents his/her conclusions. If the evaluation report does not reflect his/her conclusions, he/she must include a separate statement representing his/her conclusions.):

Evaluation Team Members, signatures and conclusions:		Dissenting Opinion
Parent	Date	
School Psychologist	Date	
General Education Teacher	Date	
Special Education Teacher	Date	
Parent/Guardian	Date	
Student	Date	
Occupational Therapist Erin Matthews, MS, OTR/L	Date	
District Representative	Date	
Other	Date	
	Date	
	Date	



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Areas of Evaluation

	М	edical-Physical	
Examiner Name: Chelsea Shera	rd, RN, 05/14/2020		
Date:			
Medical-Physical Findings:			
Health and Developmental History of developmental die levothyroxine.		, and wears corrective lenses. P	er parent student is now taking
Medical Diagnosis			
Educational Implications			
Student:			
Vision and Hearing Screening: Hearing Test Date: <u>09/18</u> Right Ear:		Left Ear:	Pass
Vision Test Date: 09/11	/2019		
	Near		Far
Right Eye:	Pass	Right Eye: Left Eye:	
,			

General Education

Examiner Name: Alisa Wareham, School Psychologist, 05/13/2020

Significant Findings:

Parent Interview:	02/21/2020	
getting on the bus can cause glasses. Mother stated that r skills with her daughter and s academic growth and mainte	her some anxiety; however, she math is difficult for she has lost the skenance, Ms. The mentioned that mes home very tired from her day.	ocial/emotional/behavior skills. She reports that may feel that is due to balance and her tri-focal her added that she has seen inconsistent academic till or if she is not being pushed enough for benefits from her noise reducing is described by her mother as "Eager to



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Areas of Evaluation

Teacher Interview: Kourtney Smith 05/07/2020
Observations: is a sweet, happy, compassionate child who connects well with other students and adults. She has a lovely personality and likes to play tricks to be funny. Once she has your trust, she is willing to try activities outside of her comfort zone (with lots of support and encouragement).
Strengths: is cheerful, wants to be independent, and loves listening to stories.
Challenges: struggles with organizing materials, fine motor activities, going from one place to another independently, walking up stairs, wandering out of the classroom if she does not have an adult next to her, and academics.
Briefly describe current levels of development/functioning in the following areas.
Reading: is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and identifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a (bus, flower, puppy). I like to (swing, swim).
Writing: She draws pictures, we would scribe the sentences with a highlighter, then she would trace the sentences. She practices writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts).
Math: is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects (with neip).
Social/Emotional: frequently needs redirection to complete a task. She loves working 1-1 with adults and enjoys watching her mends. She gets overwhelmed if students tried to tell her what to do or tried to help too much. She likes having 'jobs' to do to help out. She needs her para-educator, Jacilyn, to take her to the bathroom and walk her to and from specialists and recess.
Learning Behaviors: Interventions/modifications/accommodations: needs a 1-1 to help her all throughout the day. We use a highlighter to show her where and what to trace and cut, her desk was in the front of the room, she sat close to the teacher on the carpet, and she has predictable routines.
Cognitive
Examiner Name: Alisa Wareham, School Psychologist, 05/14/2020

Assessment Summary: Cognitive skills are

Cognitive skills are being considered by record review, teacher report and adaptive measures.

According to locked records (05/25/2017, 06/12/2015), was tested with the DAS-II by Cassie Mulivrana, School Psychologist, on May 11, 2017.



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Areas of Evaluation

51 Verbal Ability 56 Nonverbal Reasoning Ability 42 Spatial Ability 43 GCA 41 SNC Monica Cornish, Birth to Three Educator for the Snohomish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs with the following results. This is a developmental Checklist that Cognitive Development with the following skills reported: provides functional information about is demonstrating the following cognitive skills: recognized own and others' clothing, toys and personal pelongings; retrieves own toys from usual locations; retrieves household objects from usual locations on request; recognizes some of the covers of books; completes simple shape puzzles; independently plays with toys that require pushing buttons, pulling strings and/or operating switches to get effects; experiments with cause and effect when playing; comments that something is not working when expected effects are not produced; tries to solve simple problems without adult help; points to 15 or more pictures of animals and/or common objects upon request; and nests 4 containers with imitation of adult. 2020 Adaptive Behavior Assessment System, 3rd Edition In addition to scores reported from locked records, information from the Conceptual Composite on the ABAS-3 may also provide additional information into a school performance. Obtained composite sc Conceptual Composite as corresponding subtests have been reported below. For a full review of school performance. Obtained composite scores on the adaptive skills, please see the Adaptive Evaluation. Significant Findings: ABAS-3 CONCEPTUAL COMPOSITE The Conceptual Composite is comprised of three subscales, including Communication, Functional Academics, and Self-Direction. Para Educator Rating: The obtained standard score of 61 on the teacher rating scales falls within the Extremely Low range. "always" shakes her head in response to a question, Communication: teacher noted that says "Hello" and "Good-by" to others. Sometimes she is able to name 20 or more familiar objects, and listen closely for at least 5 minutes. Areas of improvement ("never" or "is not able") include following: nod or smile during conversation to encourage others, start a conversation of interest to others and discuss a subject for 3 minutes. para-educator reports that she is always able to read her printed name, and Functional Academics: obey signs (Do Not Enter, Exit and Stop). teacher reports that she is "always" able to arrive to school on time. She can Self Direction: "sometimes" stand when needed, complete tasks that are not enjoyable and work hard on an assignment. is not able or "never" works independently, stop a fun activity without complaining or ask for help. Parent Rating: The obtained standard score of 61 on the parent rating scales falls within the Extremely Low range. mother reports that she "always" says the names of other people such as Mamma or Communication: Daddy. She shakes her head correctly in response to a simple question. She can name 20 or more familiar objects. "is not able" or "never" use irregular plural nouns correctly, start a conversation of interest to others, nog or smile to encourage others when they are talking.

"is not

Functional Academics:

signs (Stop, Do Not Enter, Exit) and can answer simple questions about a story read to her.

mother reports that she "sometimes" reads her printed name, obevs common



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Areas of Evaluation

able" or "never" writes her first or last name, or states the days of the week in order.				
Self-Direction:	mother reports that		temper when disagreeing with	

Observation

Examiner Name: Alisa Wareham, School Psychologist, 05/13/2020

Assessment Summary:

A classroom observation by the School Psychologist was unable to be performed during this student's evaluation due to the global Covid-19 pandemic that resulted in school closure. See teacher observations / feedback under the General Educational section for anecdotal observations supporting eligibility.

Social Emotional/Behavior

Examiner Name: Alisa Wareham, School Psychologist, 05/13/2020

Assessment Summary:

Social Skills Improvement System, Social-Emotional Learning Edition, (SSIS-SEL) teacher, and parent rating scale forms were completed by para-education teacher, Jacilyn Houle (05/06/2020), and parent, (05/12/2020)

The SSIS SEL provides an SEL Composite scale, representing an overall index of social-emotional functioning and five competency scales: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The teacher rating scale form also includes an Academic Competence scale. Raw scores are provided, along with standard scores (M = 100, SD = 15) and percentile ranks. Higher scores indicate higher, more desirable levels of functioning.

Significant Findings:

SEL Composite

The SSIS SEL Composite is a measure of overall social-emotional functioning. Ms. Houle's ratings fall within the Average range SS= 93). Ms. Houle's ratings fall within the Average range (SS= 87).

Self-Awareness

"Self-Awareness" is defined as the ability to accurately recognize one's emotions and thoughts and their influence on behavior. Self-Awareness standard score as rated by mother, falls in the Below Average interpretive range. Scores in this range typically indicate problems with self-awareness skills. Students at this level generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their feelings. Teacher's Self-Awareness standard score falls in the Average interpretive range.

Self-Management

"Self-Management" is defined as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. Self-Management standard scores fall in the Average interpretive range by both teacher and parent. Scores in this range indicate a good level of self-management. Students at this level are usually



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Areas of Evaluation

able to stay calm in a variety of situations and ignore distractions from others. They also are able to set some basic goals and achieve them, and at times they can self-motivate when the situation calls for it.

Social Awareness

"Social Awareness" is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Teacher and parent scores fall in the Average range. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follow rules and act fairly with others. They typically are aware of the support and resources from others that are available to them.

Relationship Skills

"Relationship Skills" is defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Her scores fall in the Average interpretive range. Scores in this range indicate good relationship skills. Students at this level generally have good communication skills and are typically cooperative.

Responsible Decision Making

"Responsible Decision Making" is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Teacher score falls in the Average range with parent score falling in the Below Average range. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them.

Academic Competence

"Academic Competence" is based on a student's motivation to learn, as well as his or his reading and mathematics skills. The academic competence scale is falls in the Well-Below Average range.

SUMMARY AND CONCLUSIONS

is rated strongly by both parent and teacher. Her overall core skills are rated as Average. Is shows kindness to others and shows them concern, she is able to engage with peers and adults, she pays attention to instructions, follows directions and is typically well behaved when unsupervised. It tries to forgive and comfort others when needed. She responds well when others start a conversation or activity. She often say's "please" and "thank you."

Adverse Educational Impact Statement:

===========

Although her overall scores are showing great improvement for she does have some gaps in her social skills as noted by parent and teacher report as well as evidenced in the SSIS-SEL questions. The Social section on her ABAS-3 adaptive assessment, has social skills ratings in the Low and Below Average ratings. By the nature of her disability, requires explicit instructions to continue to improve her social emotional skills and to keep her safe. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations.

Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often enjoys active games. It is inconsistent in her ability to use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/or preferred activities in the school setting rather than sharing and inviting friends to play.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- * Does not ask for help from adults
- * Seldom follows rules when playing with others
- * Seldom completes a task without bothering others
- * Never or seldom starts a conversation with peers
- * Seldom makes eye contact when talking
- * Seldom takes responsibility for her own actions



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Areas of Evaluation

* Seldom stands up for herself if treated unfairly

Some of the areas noted as strength by both raters are:
* Seldom withdraws from others
* Tries to comfort others

- * Respects the property of others
 * Shows kindness when others are upset

Conclusions from observations:

According to the validity software for the SSIS-SEL both parent and para-educator ratings are considered to be



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Areas of Evaluation

Test Name: Social Skills Improvement System
Social-Emotional Learning (SSIS SEL): Parent

Date(s) Given: 05/12/2020

Professional/Examiner: Mother

Interpretive Ranges: 130+ Well-Above Average; 116-129 Above Average; 85-115 Average; 70-84 Below Average; 69 and below Well-Below Average.

	Standard Score	Percentile	Interpretive Range
SEL Composite	87	18	Average
Self-Awareness	74	6	Below Average
Self-Management	97	41	Average
Social Awareness	106	64	Average
Relationship Skills	90	23	Average
Responsible Decision Making	79	9	Below Average
Core SKills	96	36	Average



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Areas of Evaluation

Test Name: Social Skills Improvement System Social-Emotional Learning (SSIS SEL): Teacher

Date(s) Given: 05/06/2020

Professional/Examiner: Jacilyn Houle Para-Educator

Interpretive Ranges: 130+ Well-Above Average; 116-129 Above Average; 85-115 Average; 70-84 Below Average; 69 and below Well-Below Average.

	Standard Score	Percentile	Interpretive Range
SEL Composite	93	30	Average
Self-Awareness	90	23	Average
Self-Management	93	30	Average
Social Awareness	107	65	Average
Relationship Skills	92	28	Average
Responsible Decision Making	87	19	Average
Core Skills	97	40	Average
Academic Competence	70	3	Well-Below Average



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Areas of Evaluation

Adaptive

Examiner Names Alisa Wareham, School Psychologist, 05/13/2020

Assessment Summary:

were provided the Adaptive Behavior Assessment System-Third Para-Teacher, Ms. Houle and mother, Edition Questionnaire (ABAS-3) in order to evaluate adaptive skills. The ABAS-3 assesses the daily functional skills of a child, measuring what the child does, in addition to what she or he may be able to do.

Skill areas measured within this scale include Communication (speech, language, listening and nonverbal communication), Community Use (interest in activities outside the home and recognition of different facilities), Functional Academics (letter recognition, counting, and drawing simple shapes), Home Living (helping adults with household tasks and taking care of personal possessions), Health and Safety (showing caution and keeping out of physical danger), Leisure (playing, following rules, and engaging in recreation at home), Self-Care (eating, toileting, bathing), Self-Direction (self-control, following directions, and making choices), and Social (getting along with other people: using manners, assisting others, and recognizing emotions). These categories are represented by three adaptive domains: Conceptual (communication, self-direction, and academic skills), Social (interpersonal and social competence skills), and Practical (self-care, independent living, and daily living skills).

The scores for all the skill areas combine to form the General Adaptive Composite (GAC), an overall measure of a child's adaptive development. Standard scores for GAC and domain composites have a mean (average) of 100 and a standard deviation of 15. Standard scores for skill areas have a mean of 10 and a standard deviation of 3.

GAC/Domain Composites:

Above Average= 110-119; Average= 90-109; Below Average= 80-89; Borderline= 70-79; Extremely Low = 70 and below.

Skill Area Scaled Scores:

15 or More = Superior: 13-14 = Above Average: 8-12 = Average: 6-7 = Low Average: 4-5 = Borderline: 3 or Less = Extremely Low

Significant Findings:

is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains.

Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

In the Conceptual domain: (Communication, Functional Academics and Self-Direction)

Strengths:

Says the names of parents and friends Shakes her head "Yes or No" in response to a simple question

Reads her own name when printed (inconsistent)

Controls feelings when not getting her way

Keeps working on hard tasks without becoming discouraged

Areas for Growth:

Completing work in a timely manner Starts a conversation on topics of interest to others Prints her first and last name States the days of the week in order Locates important dates on a calendar Asking for help when needed



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Areas of Evaluation

Answers simple questions about a story being read to her

In the Social domain: (Leisure and Social Skills)

Strengths:

Has a good relationship with teachers and other adults

Has one or more friends

Is well liked by others her age

Looks at picture books during free time

Areas for Growth:

Waits for her turn in games and activities

Seeks friendships and keeps a stable group of same-aged friends

In the Practical Domain: (Community Use, School Living, Health and Safety, and Self-Care).

Places dirty items from meals in the proper place

Shows respect for others' property

Follows safety rules at school

Shows caution around hot or dangerous items

Uses the restroom without help

Washes hands as needed

Helps keep the classroom clean

Areas for Growth:

Finding her way around the school by herself to the restrooms

Takes the time to do schoolwork well

Putting shoes on the correct feet

Buttons and fastens her clothing

ADVERSE EDUCATIONAL IMPACT:

is demonstrating deficits in her adaptive skills that require direct adult assistance and/or explicit instruction. She requires individualized instruction in Adaptive skills in order to more fully participate in the learning expectations.

Conclusions from observations:

According to the validity software for the ABAS-3 both parent and para-educator ratings are considered to be valid.



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Areas of Evaluation

Test Name: Adaptive Behavior Assessment System, Third Edition Parent (ABAS-3 Parent)				
Date(s) Given	:05/06/2020			
Professional/E	Examiner:	Mother		

Adaptive Behavior Assessment System, 3nd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years.

Classifications for Composite Scores: 120 or more High; 110-119 Above Average; 90-109 Average; 80-89 Below Average; 70-79 Low; 69 or less Extremely Low.

Classifications for Scaled Scores: 15 or more High; 13-14 Above Average; 8-12 Average; 6-7 Below Average; 4-5 Low; 3 or less Extremely Low.

	Scaled Score (skill areas)	Standard Score (composite/do mains)	Percentile Rank	Classification
General Adaptive Composite (GAC)		74	4	Low
Conceptual Domain		61	0.5	Extremely Low
Social Domain		83	13	Below Average
Practical Domain		83	13	Below Average
Communication	3			Extremely Low
Community Use	6			Below Average
Functional Academics	1			Extremely Low
Home Living	9			Average
Health and Safety	7			Below Average
Leisure	6			Below Average
Self-Care	7			Below Average
Self-Direction	6			Below Average
Social	8			Average



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Areas of Evaluation

Test Name :	Adaptive Behavior Assessment System, Third Edition Teacher (ABAS-3 Teacher)
Date(s) Given	05/06/2020
Professional/E	xaminer: Jacilyn Houle Para-Educator

Adaptive Behavior Assessment System, 3nd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years.

Classifications for Composite Scores: 120 or more High; 110-119 Above Average; 90-109 Average; 80-89 Below Average; 70-79 Low; 69 or less Extremely Low.

Classifications for Scaled Scores: 15 or more High; 13-14 Above Average; 8-12 Average; 6-7 Below Average; 4-5 Low; 3 or less Extremely Low.

	Scaled Score (skill areas)	Standard Score (composite/do main)	Percentile Rank	Description
General Adaptive Composite (GAC)		67	1	Extremely Low
Conceptual Domain		61	0.5	Extremely Low
Social Domain		75	5	Low
Practical Domain		72	3	Low
Communication	4			Low
Community Use	2			Extremely Low
Functional Academics	1			Extremely Low
School Living	7			Below Average
Health and Safety	5			Low
Leisure	5			Low
Self-Care	7			Below Average
Self-Direction	3			Extremely Low
Social	5			Low



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Areas of Evaluation

Adaptive: functional reading

Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020

Significant Findings:

Based on teacher report:

is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and identifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a _____ (bus, flower, puppy). I like to ____ (swing, swim).

Adaptive: functional math

Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020

Significant Findings:

Math: (with help).

is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects

Adaptive: functional written language

Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020

Significant Findings:

draws pictures, we would scribe the sentences with a highlighter, then she traces the sentences. She practices writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts).

Communication

Examiner Name: Heather Sharp, SLP, 05/11/2020

Assessment Summary:

is a 1st grade student in Mrs. Smith's class at Riverview Elementary. She is being re-evaluated as a part of a 3-year re-evaluation. The has a diagnosis of down syndrome. She has been seen for speech and language therapy to address communication delays since 2014 through the Snohomish School District (Birth-3, preschool, and



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Areas of Evaluation

school-age). is currently being evaluated using a file review of previous evaluation results, SLP therapy notes, observations, and teacher report. The information in this report is believed to be an accurate portrayal of her communication skills. Significant Findings: PREVIOUS EVALUATION RESULTS (May 2017) was evaluated using the Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills. On the Auditory Comprehension subtest of the PLS-5, raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Evy's Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With diagnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills. Strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs. language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. inventory of phonemes intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate. CURRENT DATA (taken from progress report notes and therapy data prior to March 13, 2020 before the school closure) IEP goals over the last year are focused on verbally responding to questions about the function, shape, and color of common items, and producing intelligible phrases (describing pictures using 3-4 word present progressive phrases [girl is walking, horse eating grass], and following models to accurately produce sounds/syllables). Current progress: Responding to questions about common items: Given a choice of 2 options, identifies an object given the function (ie. what do we use to color?) with 58% accuracy, and 45% with a choice of 3. In matches the object with the function, but has a hard time understanding the question when it is presented without visual choices. frequently responds with a repetition of the last word of the question (ex. If asked "what do we do with scissors?", answers basic "who, responds with "scissors"). When presented with a "wh" question about a picture, questions with 63% accuracy. Using intelligible phrases: uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, describes a picture using a 2-word phrases (person verbing) with 33% accuracy. We have been working on pacing words, 1 syllable at a time. works really hard imitating each syllable, even when they are difficult. With a pacing board, repeats 2-syllable words with 63% accuracy. responds to yes/no questions well, and communicates her basic needs and wants through previously learned ds and phrases. The responds to questions and comments on topic, but not always accurately (ie. "I like your words and phrases. Tesponds to questions and comments on topic, but not always accurately (ie. "I like your hair bow, is often responded to with "Mom" or the list is not clear if that is the person who did her hair or gave her the bow, or if she is simply responding with something that frequently gets a response from people.

Functional goals would be on understanding basic "wh" questions and responding appropriately, and continuing to practice using intelligible words and phrases.



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Areas of Evaluation

ADVERSE ACADEMIC IMPACT

Same aged peers use full sentences to clearly communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the classroom and social settings. Communication delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for SLP services to address these skills.

Conclusions from observations:

Summary and Recommendation:
continues to need assistance with adequately communicating her wants and needs, and her thoughts and ideas in the classroom setting. She continues to need significant support in the area of communication. It is recommended that continue to receive speech and language therapy services to address her communication delays. As skills change in the area of communication before the next evaluation, the level of SLP services required to support her ability to access and benefit from her educational program may need to be adjusted.

Adverse Impact Statement:

Same aged peers have the communication skills required in order to express their thoughts and ideas in the classroom. Communication delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for SLP services to address these skills.

Fine Motor

Examiner Name: Erin Matthews, MS, OTR/L, 05/08/2020

Assessment Summary:

is a 1st grader in Mrs. Smith's class at Riverview. She is being re-evaluated as a part of the 3-year re-evaluation process. The has a diagnosis of down syndrome. She has been seen for occupational therapy services for the past 3 years to address fine motor delays. The has been evaluated using a file review of past therapy notes, observations, and teacher report. The information in this report is felt to be an accurate representation of her current skills.

Significant Findings:

Eunctional observations:

has attended therapy sessions 1:1 in the therapy room weekly for 20 minutes each time. In OT sessions, has been working on goals related to writing skills, cutting, and drawing. In class, are requires the assistance of a para-educator to initiate classwork, and complete it fully. This been working hard on learning how to trace her letters and write her name. She has made progress in her ability to understand the concept of tracing within the past 2 years! She is able to trace writing activities in class. She has mastered the ability to trace her name. Currently, she is working on being able to write her name independently. She is demonstrating the understanding of how to form the letters of her name, but needs to continue to practice to master the can copy vertical and horizontal lines, and draw circles. At times, during therapy sessions, begins to get "silly" when she becomes disinterested in an activity. This has been noticed towards the end of most 20-minute therapy sessions.

When cutting, and has made a lot of progress with cutting straight lines independently. She has met her goal of straight-lined cutting, along with turning the paper with her helper hand consistently. She has demonstrated the ability to cut along straight lines fairly accurately (within ¼" of the line consistently), but has more difficulty with staying on the line along curves. She often requires hand over hand assistance to maintain accurate cutting on curved shapes.



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Areas of Evaluation

	When drawing independently, draws a person without a torso, but includes the legs, feet, eyes, nose, mouth, and hair. When she is given verbal cues and a visual, she is able to draw a picture of a person with all of the details, meeting her goal. She will continue to practice drawing skills to become more independent.
	During therapy sessions, will sit on the bolster swing and complete an activity of grasping and pushing (Mr. Potato Head, for example), while OT swings it back and forth causing to use her trunk to support herself. She will write on the board while standing on a "BOSU" ball to challenge her balance. Or, will stand at the table to push stamps into playdough to work on pincer grasp strength. gets uneasy at times when her balance is challenged, but with encouragement, she always tries.
	teacher states she does struggle with fine motor tasks within the classroom, and continues to work on tracing letters and writing her name. Continues to work on self-help skills such as donning her jacket independently. She is able to do so consistently, but is unable to engage the zipper. She needs assistance from a para-educator to complete these tasks within the classroom. Her teacher has been able to implement a variety of strategies that work for the skill level such as highlighting words for her to trace or lines for her to cut, allowing to draw pictures instead of write, and using preferential seating.
	~Erin Matthews, MS, OTR/L
Co	onclusions from observations:
	Summary and Recommendation: continues to need assistance with most tasks while at school. She continues to need significant support in the area of fine motor. It is recommended that continue to receive occupational therapy services to address her fine motor delays. As skills change in the area of fine motor before the next evaluation, the level of OT services required to support her ability to access and benefit from her educational program may need to be adjusted.
	Adverse Impact Statement: Same aged peers have the fine motor skills required in order to write simple sentences, draw detailed pictures, independently cut accurately consistently, and zip their coat independently. If the motor delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for OT services to address these skills.
	~Erin Matthews, MS, OTR/L, May 2020

Assessment Summary:

Examiner Name: Amanda Ng, Physical Therapist, 03/09/2020

is a very friendly first grader at Riverview Elementary that is being evaluated in gross motor as part of her comprehensive 3 year evaluation. She has been receiving 30 minutes of gross motor services each week. She was re-evaluated at her school using a combination of standardized testing and skilled observation.

Gross Motor

Significant Findings:

OBSERVATIONS:

is always happy to participate. She is independent with walking but does walk with a wide base of support and uses increased trunk rotation to advance her legs as opposed to hip flexion/extension. She runs with a similar pattern. She can step up onto a 6 inch step independently but does require one hand assist to descend the step, likely due to her difficulties with depth perception. The can now step over objects and curbs without assistance. She attempts to hop and jump but has difficulty with two root take off and landing.



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Areas of Evaluation

very much enjoys the swing and is able to propel with cues to push and pull with her arms.

STANDARDIZED TESTS:

completed both the Timed Floor to Stand Test (TFTS) and the Pediatric Balance Scale (PBS). The TFTS looks at the child's ability to stand from the floor walk 3 m and return to their sitting position. This replicates the classroom transitions from circle time or stations that are required in first grade. The average time to complete this task for same-aged peers was 8,45 seconds. It took 18 18,73 seconds. Was slowest on the transitions to and from sitting on the floor while her walking speed was only slightly slower than average. She also completed the PBS that is a 14 item test looking at functional balance in children. Out of a possible score of 56 points less scored 46.

The tasks that were most difficult for the were those requiring a more narrow base of support such as standing on one foot, standing one foot in front of the other, and tapping her toes on a step. Less did well with all the other tasks. did well with all the other tasks.

Summary and Recommendation: It is recommended that continue with skilled physical therapy to address activity limitations and participation restrictions that impact ner functional skills such as transitioning positions, balance, and descending stairs/playground equipment.

Amanda Ng, DPT Physical Therapist March 2020

performance in PE came up. Her para reports the During the re-evaluation meeting over zoom video call, I following:

Here are a few bench marks from PE/recess that I has shown:

Jumping with two feet over a rope

Running long distances (Pacers and during the "Cars" game)

Hula hoops

Throws the balls during the game. She can also understand the concept of most games i.e. tagging someone will get them out, she knows to sit down when she is tagged.

Four square- She has gotten really good and bouncing and catching the ball.

Also at recess, she is great at climbing. She loves to climb the rock roll, she just cant get down(which results in me lifting her down like a little monkey latching on to its mother).

Tetherball is also a good one for her. She had hit the ball, but has a hard time knowing when to hit it. Its her depth perception when trying to see the ball swinging around.

STAIRS

Both from mom, and and her para. Mrs. Houle reported that the is struggling with using stairs at home and at school. They further report that is placing both feet on each step (step to gait) and holding onto the rail to both ascend and descend. They also report that is appears quite hesitant on steps.

ENDURANCE

ENDURANCE mom, and expressed concerns over stamina and endurance. She reports that at times in has fallen asleep in the car on the way home from school. Most days to comes home and gets a snack and wants to go to bed where she often remains for the rest of the night. It is para, Mrs. Houle, reports that the has days when she is more tired than others and needs to stop and rest, but she feels the endurance has improved since last school year. Therapist also shared that at school, the endurance has improved significantly in the past three years. As a preschooler to often needed a rest when walking from the preschool room to the therapy room. In kindergarten, often fatigued during PE and would opt to sit down for the rest of the class. Mrs. Houle reports that it is still takes some breaks in PE, but her time resting has shortened significantly. During therapy, had moments of being tired, but after a 30 second rest break and verbal encouragement, would stand up and try again. The team, including the felt that we did not need to add this in as an area of goal focus, but we will keep an eye on her energy levels and stamina at school. Shared with that it is common for children with this diagnosis to be fatigued after school as they are working hard to overcome both their low tone and hypermobile joints in addition to mental fatigue from the preception issue in addition to learning. Also shared that it's not uncommon for 1st mental fatigue from I depth perception issue in addition to learning. Also shared that it's not uncommon for 1st graders to still be tired after school.



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Areas of Evaluation

ADVERSE IMPACT STATEMENT

Where as most student's age have the gross motor skills to get up from the floor in a timely manner, climb down from playground equipment, throw a ball 8 feet, and ascend and descend steps using a reciprocal gait (one foot to each step), and cannot. It is gross motor delays adversely impact her ability to fully access her educational environment, and sine is the receivible for skilled PT services as a related services to address her activity limitations and participation restrictions.

Kelly Daniels, MPT Physical Therapist Email: kelly.daniels@sno.wednet.edy

Conclusions from observations:

was observed around the school and in the therapy room. It is thought that this is an accurate representation of her gross motor skills.



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Prior Written Notice	
To:	Date: 05/26/2020
PURPOSE: As a parent/guardian of a special education child or child suspected of needing special required to provide you with prior written notice whenever it proposes or refuses to initiate or cleducational placement, or provision of a free appropriate public education to your child. This numbers a decision and before action is taken on the decision. The notice should be given to you district takes action.	hange the identification, evaluation, otice should be given to you after a distric
The purpose of this prior written notice is to inform you that we are:	
1. X proposing refusing to 2. initiate change X continue (mark one of the above) (mark one of the above	
Mark all items below that apply:	
3. Referral Evaluation X Educational Placement X IEP Disciplinary action that is a change of placement Other:	X Eligibility Category Reevaluation
Description of the proposed or refused action: This meeting is being held via Zoom with the parent's agreement. Attending the meeting Tammy Jones, resource teacher, Zoe Yeley, SLP, Heather Sharp, general education (Para-Educator Jacilyn Houle, OT, Erin Matthews, PT Kelly Daniels, TOSA, Wendy Ste Hammer, and school psychologist, Alisa Wareham, NCSP.	teacher, Kourtney Smith,
was referred for a state mandated reevaluation on 03/03/2020. Due to the response, parent and the team determined that her evaluation would be completed with that were able to be completed before the closure and by record review. After careful evaluation group determined that of continues to meet eligibility criteria as a of cognition for specially designed instruction was changed to specially designed instruction was changed to specially designed instruction academics for writing, reading and mathematics.	ith a combination of assessments review of all information, the special education student. The area
The reason we are proposing or refusing to take action is: After reviewing school data, learning behavior and input from parent and teachers, ind social/emotional/behavior, adaptive, and fine motor assessment as well as record revisional PT the Evaluation Team determined that	dividually administered standardized iew of progress for academics, a special education services.
Description of any other options considered and rejected: The option of not qualifying for special education services was considered continuing to have her IEP goals in cognition instead of functional academics were	d and rejected. The option of vas considered and rejected.
The reasons we rejected those options were: meets eligibility requirements and demonstrates the need for specially de and gross motor, social/emotional/behavior, and communication. The evaluation team area from cognition to functional academics in writing, reading and math would allow the are more specific to her overall developmental and needs. The use of the functional and greater flexibility for her growth and development through her school years as her IEP young adult.	n determined that moving her goal the team to target interventions that loademics category allows for
A description of each procedure, test, record, or report we used or plan to use as the basis for tal A comprehensive battery of assessment tools was administered in addition to informa the entire evaluation group. Grades and school records were reviewed. Please see ev	ition from the parent(s), teachers and

Any other factors that are relevant to the action:

Due to the unprecedented need to close all schools in the State of Washington by order of the Governor; all [IEP/s or



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Prior Written Notice

Evaluations] will be conducted virtually or via the telephone during this time. These meetings will proceed with the agreement of the family. If the family prefers to wait until our schools are back in session to hold the meeting, the [IEP or Evaluation] meeting will be held within 30 school days. Signatures will not be possible, but the names of the participants will be added directly to the [IEP or Evaluation] document to indicate who was in attendance. If the family agrees to proceed with the meeting and one of the required members is not able to join the meeting, the parent must agree and an Excusal form for the missing team member will accompany this [IEP or Evaluation]. That excused team member will be in contact with family directly.

The action will be initiated on: 05/27/2020	
Education Students and Their Families. If this prior (2) as part of a request for reevaluation or (3) notice procedural safeguards accompanies this notice. If a contract of the contract of t	These protections are explained in the Notice of Procedural Safeguards for Special written notice is given to you (1) as part of your child's initial referral for evaluation to you regarding disciplinary action that constitutes a change of placement the opy of the Notice of Procedural Safeguards for Special Education Students and copy or you would like help in understanding the content, please contact:
Alisa Wareham	at 3605634405

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- · obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- · may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and
 that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



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Medicaid Consent
Date:05/18/2020
PURPOSE: This form asks for your consent to share the necessary information to verify Medicaid eligibility and bill for school-based Medicaid reimbursement with the Washington State Health Care Authority, Health and Recovery Services Administration. Billing HCA does not affect individual benefits under Medicaid or require a co-pay or deductible. If you have questions regarding this request, call the school district's Director of Special Education or designee for an explanation as to why the request is being made.
Student's Name: Student's SSID:
Current School: RIVERVIEW ELEMENTARY Date of Birth:
State law requires the school district to submit claims for health-related services provided to special education students or students referred for special education. These services include physical therapy, occupational therapy, speech-language therapy, audiology, nursing, counseling, and psychological evaluation.
With your permission, Snohomish School District, will submit your student's name and birth date to the Washington State Health Care Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negatively impact services included in your child's ndividualized education program (IEP).
With your permission, we will share necessary identifying information from your child's education record to access federal Medicaid reimbursement from the Washington State Health Care Authority (HCA). If any additional Medicaid reimbursement services are added to he IEP, the school district will request additional consent. If my child no longer is served by this school district, this consent does not ransfer to a new district.
This authorization will begin on <u>05/18/2020</u> .
By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; and (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place.
i give my consent to verify Medicaid eligibility with HCA and to submit claims for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA and to submit claims for allowable services. I understand that my refusal does not affect my child's access to services under the Individualized Education Program.
Signature of Parent Date



District Representative

Other

Snohomish School District

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notice of Meeting

PURPOSE: 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. Date Sent to Participants: 05/07/2020 This meeting has been scheduled for: Date 05/18/2020 Time 2:01 PM Location RIVERVIEW ELEMENTARY If you have any questions or would like additional information or assistance to help you prepare for this Eligibility meeting, please contact Alisa Wareham at 3605634405 e-mail alisa.wareham@sno.wednet.edu. This is to notify you that a/an Eligibility meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Reevaluation meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply): X Review Evaluation Reports X Review Educational Progress Consider Transitional Services Reevaluation Consideration **Eligibility Determination** Other: The following are invited to attend and participate in the Reevaluation meeting: Parent School Psychologist General Education Teacher Special Education Teacher Parent/Guardian Student Occupational Therapist

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



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Contact Attempt Report

Notification Area: Eligibility

Contact Type: Consent for Evaluation

Consent Letter Date: 02/27/2020

Method	Contact Date	Consent Date	Consent	Contact Name
Letter	02/27/2020	03/03/2020	Consent	
		Commen	ts:	
			*-	

Notification Area: Eligibility

Contact Type: Meeting Notification

Meeting Date: 05/18/2020 Time: 2:01 PM

Location: RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response
Letter	05/07/2020	05/14/2020	Can Attend
Method	Contact Date	Response Date	Response
Phone	05/06/2020		
		I	
Method	Contact Date	Response Date	Response



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	Reevaluation Not	ificat	ion / Consent
De	ar Parent(s)/Guardian(s),		
ma	e are notifying you that your child,	ing th	, requires a re-evaluation. The parent/adult student or school ne student, including related services personnel, to participate as
The	e re-evaluation will address the following areas:		
X X X X	General Education Teacher Report		Medical-Physical Cognitive Academic - Writing Student Observation Adaptive Adaptive: functional math Adaptive: Other Fine Motor Hearing Social/Emotional (DD only) Pre-Vocational/Vocational Career-Technical Other:
tin Th	hen the assessments are completed, an eligibility and if appropriate, hely manner so that you may attend. e decision to refuse/recommend an evaluation of your child was base X It has been three years since the last reevaluation. State law requested eligibility, need for special education, related service provided. It has been requested by	ed on uires s, and	the following: students be reevaluated every three years to determine to determine the appropriateness of the services being
	Other		
	scription of any other options considered and rejected: Not completing a reevaluation.		
	ese options were rejected because: Not completing a reevaluation was considered and rejected a Several standardized assessments will be used for the evalua ABAS-3, and BASC-3.	s it is	nearing three years since her last evaluation. which may include, but are not limited to: DAS-2,
	by other factors that are relevant to the actions: None		
Ca	se Manager: Alisa Wareham		



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Reevaluation Notification / Consent **Parental Response** I understand that I have the opportunity to participate in the consideration of the areas to be assessed. I would suggest the following areas of need be considered in assessing my child: TO PARENTS/GUARDIANS: In order to proceed with this reevaluation and recommend the most appropriate educational program for your child, we request your permission to conduct an individual evaluation. It should also be understood that all information collected during this evaluation will be kept confidential and will be used only by authorized school personnel pursuant of the Family Educational Rights and Privacy Act. This evaluation should be completed within 35 school days after the parent has given written consent for an evaluation. I have also been provided the Notice of Procedural Safeguards for Special Education Students and Their Families that summarize protections for students who may require special education. I give consent for my child to be evaluated. I refuse consent for my child to be evaluated. Comments: Parent/Guardian/Surrogate/Adult Student Date

Consent Disclaimer

Please return this form to Alisa Wareham at Special Services.

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations or reevaluations. The district does not need your consent for a reevaluation when the district has made reasonable measures to obtain your consent for tests administered for reevaluation and you have failed to respond to these requests.

II. Eligibility Decision:

Meets Eligibility Criteria: X Yes No

Snohomish School District

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		Evaluation Summ	nary		
				Initial	X Reevaluation
Student Name:		St	tudent ID No.:		
Birth Date:		Gra	ade: 01	Age: 7	<u>:</u>
School District: Sno	ohomish School District	Sc	chool: RIVER\	/IEW ELEMENTAR	Y
Evaluation Group Mee	eting Date: 05/18/2020	Next Three Y	ear Reevaluation	Due Date: _05/18/20	023
Primary language of st	tudent: English	Pr	imary language a	t home: English	<u></u>
Parent(s) name(s): Parent interpreter need Surrogate parent:		ame:			
Evaluation Case Mana	nger (Psychologist/SLP):	Alisa Wareham School Psychologist			
related services. ii. The present leve iii. If any additions to meet the mea	ed to determine: continues to be a special ed	ational needs of the studer	nt; and essary related ser	vices are needed to er	nable the student
receiv	7-year-11-month old, fem ves specially designed ins nition, adaptive, commun	truction under the categ	gory of Health In	npairments. She cu	rrently receives
According to locke and Speech Thera three Educator for	ed records, happy through Sherwood Ex r Snohomish School Distr	as a diagnosis of Down CEL program and educ ict.	Syndrome (Tris ation therapy se	omy 21). She recei ervices from Monica	ved Occupational a Cornish, Birth to
tne category of De	itioned from Early Childho evelopmental Delays ging to Health Impairmen	was reevaluate	ol services at the ed on 05/25/201 d kindergarten.	e age of three on 06 7 for her kindergart	6/12/2015 under en transition with
Washington by ore The student was ι determined that th	ervices as her triennial eva der of the Governor; all eva unavailable for individual to ne evaluation could be con nt with parent consent and	valuations will be condu testing but the Evaluatio mpleted through file revi	cted virtually or on Team reviewe	via the telephone d ed the current existi	luring this time. ing data and



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Evaluation Summary

Identified Disability Category:

Health Impairments - Students with health impairments are those who have limited strength, vitality or alertness, due to chronic or acute health problems--such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)--which adversely affects or with a high degree of professional certainty will affect their educational performance.

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

By the nature of her disability, requires explicit instructions to continue to improve her social emotional skills and to keep her safe. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations.

Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often enjoys active games. It is inconsistent in her ability to use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/or preferred activities in the school setting rather than sharing and inviting friends to play. It is inconsistent in her ability to preferred activities in the school setting rather than sharing and inviting friends to play. It is inconsistent in her ability to designed instruction in social skills development in order to improve her ability to interact with peers.

Functional Academics: para-educator reports that she is always able to read her printed name, and obey signs like Do Not Enter, Exit and Stop. She shakes her head correctly in response to a simple question. She can name 20 or more familiar objects. "is not able" or "never" use irregular plural nouns correctly, start a conversation of interest to others, nod or smile to encourage others when they are talking.

Functional Academics: mother reports that she "sometimes" reads her printed name, obeys common signs (Stop, Do Not Enter, Exit) and can answer simple questions about a story read to her. "is not able" or "never" writes her first or last name, or states the days of the week in order.

Adaptive:

is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains.

Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

requires assistance to find her way around the school by herself to the restrooms, take the time needed to do schoolwork well, put her shoes on the correct feet, buttons and fastens her clothing, waits for her turn in games and activities and seeks friendships and keeps a stable group of same-aged friends.

Summary of Qualifications and Functioning:

meets requirements for a student with a Health Impairment.

Health Impairments - Students with health impairments are those who have limited strength, vitality or alertness, due to chronic or acute health problems--such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)--which adversely affects or with a high degree of professional certainty will affect their educational performance.



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Evaluation Summary

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

1. Special Education services including specially designed instruction:

SDI	Area Assessed	Description
Communication	Communication	is in need of specially designed instruction in the areas of receptive and expressive language, and articulation.
Social Emotional/Behavior	Social Emotional/Behavior	requires specially designed instruction in social skills development in order to improve her ability to interact with peers.
Adaptive	Adaptive	qualifies for and requires individualized instruction in Adaptive skills.
Adaptive: functional math	Adaptive: functional math	qualifies for and requires individualized instruction in Adaptive Functional math skills.
Adaptive: functional reading	Adaptive: functional reading	qualifies for and requires individualized instruction in Adaptive functional reading skills.
Adaptive: functional written language	Adaptive: functional written language	qualifies for and requires individualized instruction in Adaptive functional written language skills.

2. Related services: Occupational Therapy Physical Therapy

3. Supplementary Aids and Services:

IV. Assurances

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

Consideration of Test Bias:

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.



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Evaluation Summary

Group Signatures (the date and signature of each professional member of the evaluation group below certifies that the evaluation report represents his/her conclusions. If the evaluation report does not reflect his/her conclusions, he/she must include a separate statement representing his/her conclusions.):

Evaluation Team Members, signatures and conclusions:		Dissenting Opinion
Parent	Date	
School Psychologist	Date	
General Education Teacher	Date	
Special Education Teacher	Date	
Parent/Guardian	Date	
Student	Date	
Occupational Therapist Erin Matthews, MS, OTR/L	Date	
District Representative	Date	
Other	Date	
	Date	
	Date	

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Areas of Evaluation

Medical-Physical Examiner Name: Chelsea Sherard, RN, 05/14/2020 Date: Medical-Physical Findings: Health and Developmental History History of developmental disability, down's syndrome, and wears corrective lenses. Per parent student is now taking levothyroxine. Medical Diagnosis **Educational Implications** Student: Vision and Hearing Screening: Hearing Test Date: 09/18/2019 Left Ear: Fail Pass Right Ear: Vision Test Date: 09/11/2019 Near Far Right Eye: Pass Right Eye: Pass Left Eye: _____ Left Eye: ____ **General Education**

General Education

Examiner Name: Alisa Wareham, School Psychologist, 05/13/2020

Significant Findings:

Parent Interview:	02/21/2020			
feels that	is doing the best st	====== ne can with her socia	l/emotional/behavior skills. She re	ports that
ng on the b			feel that is due to balance and he	
glasses. Mother stated	I that math is difficult for	Mother	added that she has seen inconsis	stent academic
skills with her daughte	r and she is not su <u>re if s</u>	n he skill d	or if she is not being pushed enoug	gh for
academic growth and	maintenance. Ms.	mentioned that	benefits from her noise re	ducing
headphones and that :	she comes home v	red from her day.	is described by her moth	er as "Eager to
please, happy, thankfu	ıl and loving."			100 m

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Areas of Evaluation

Teacher Interview: Kourtney Smith 05/07/2020
Observations: is a sweet, happy, compassionate child who connects well with other students and adults. She onality and likes to play tricks to be funny. Once she has your trust, she is willing to try activities outside of her comfort zone (with lots of support and encouragement).
Strengths: is cheerful, wants to be independent, and loves listening to stories.
Challenges: struggles with organizing materials, fine motor activities, going from one place to another independently, king up stairs, wandering out of the classroom if she does not have an adult next to her, and academics.
Briefly describe current levels of development/functioning in the following areas.
Reading: is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and ntifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a (bus, flower, puppy). I like to (swing, swim).
Writing: She draws pictures, we would scribe the sentences with a highlighter, then she would trace the sentences. She practices writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts).
Math: is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects (with p).
Social/Emotional: frequently needs redirection to complete a task. She loves working 1-1 with adults and enjoys watching her nds. She gets overwhelmed if students tried to tell her what to do or tried to help too much. She likes having 'jobs' to do to help out. She needs her para-educator, Jacilyn, to take her to the bathroom and walk her to and from specialists and recess. would leave the classroom if an adult was not right by her side.
Learning Behaviors: Interventions/modifications/accommodations: needs a 1-1 to help her all throughout the day. We use a highlighter to show her where and what to trace and her desk was in the front of the room, she sat close to the teacher on the carpet, and she has predictable routines.
Cognitive
Examiner Name: Alisa Wareham, School Psychologist, 05/14/2020
~

Assessment Summary:

Cognitive skills are being considered by record review, teacher report and adaptive measures.

According to locked records (05/25/2017, 06/12/2015), was tested with the DAS-II by Cassie Mulivrana, School Psychologist, on May 11, 2017.

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Areas of Evaluation

51 Verbal Ability 56 Nonverbal Reasoning Ability 42 Spatial Ability 43 GCA 41 SNC Monica Cornish, Birth to Three Educator for the Snohomish School District, administered the Carolina Curriculum for Infants and Toddlers with Special Needs with the following results. This is a developmental Checklist that provides functional information about Cognitive Development with the following skills reported: is demonstrating the following cognitive skills: recognized own and others' clothing, toys and personal retrieves own toys from usual locations; retrieves household objects from usual locations on request; recognizes some of the covers of books; completes simple shape puzzles; independently plays with toys that require pushing buttons, pulling strings and/or operating switches to get effects; experiments with cause and effect when playing; comments that something is not working when expected effects are not produced; tries to solve simple problems without adult help; points to 15 or more pictures of animals and/or common objects upon request; and nests 4 containers with imitation of adult. 2020 Adaptive Behavior Assessment System, 3rd Edition ______ In addition to scores reported from locked records. information from the Conceptual Composite on the ABAS-3 may also provide additional information into school performance. Obtained composite scores on the Conceptual Composite as correspondin ave been reported below. For a full review of adaptive skills, please see the Adaptive Evaluation. **Significant Findings:** ABAS-3 CONCEPTUAL COMPOSITE The Conceptual Composite is comprised of three subscales, including Communication, Functional Academics, and Self-Direction. Para Educator Rating: The obtained standard score of 61 on the teacher rating scales falls within the Extremely Low range. Communication: teacher noted that "always" shakes her head in response to a question, says "Hello" and others. Sometimes to name 20 or more familiar objects, and listen closely for at least 5 minutes. Areas of improvement ("never" or "is not able") include following: nod or smile during conversation to encourage others, start a conversation of interest to others and discuss a subject for 3 minutes. Functional Academics: para-educator reports that she is always able to read her printed name, and obey signs (Do Not Ente Stop). Self Direction: teacher reports that she is "always" able to arrive to school on time. She can "sometimes" st n needed, complete tasks that are not enjoyable and work hard on an assignment. "is not able" or "never" works independently, stop a fun activity without complaining or ask for help. Parent Rating: The obtained standard score of 61 on the parent rating scales falls within the Extremely Low range. mother reports that she "always" says the names of other people such as Mamma or Communication: Daddv. She shak correctly in response to a simple question. She can name 20 or more familiar objects. "is not able" or "never" use irregular plural nouns correctly, start a conversation of interest to others, to encourage others when they are talking. mother reports that she "sometimes" reads her printed <u>name</u>. <u>obevs</u> common Functional Academics: signs (Stop, Do Not Ent can answer simple questions about a story read to her. "is not



Self-Management

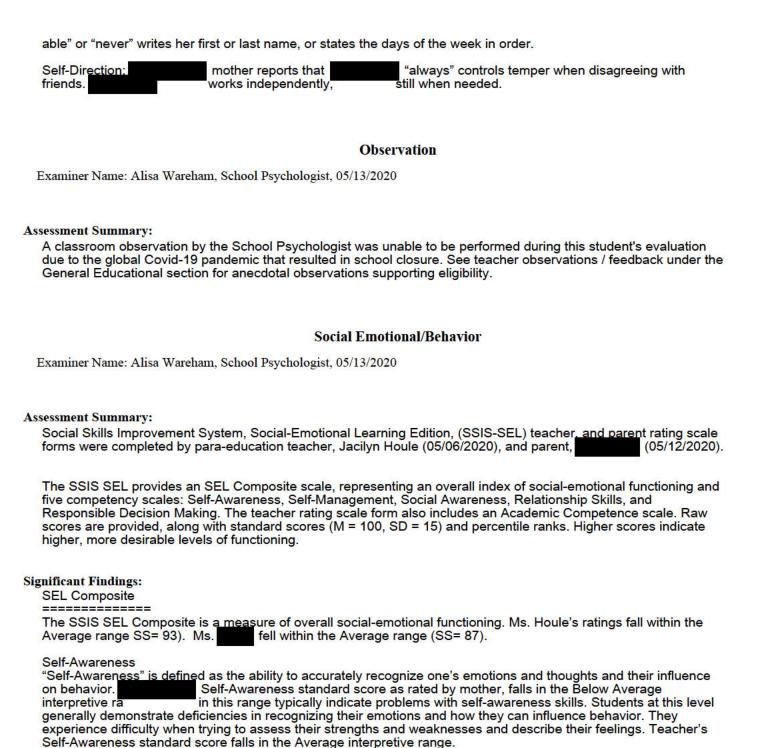
different situations.

teacher and parent.

Snohomish School District

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Areas of Evaluation



Areas of Evaluation Page 12
Special Education Services

Self-Management standard scores fall in the Average interpretive range by both

s range indicate a good level of self-management. Students at this level are usually

"Self-Management" is defined as the ability to regulate one's emotions, thoughts, and behaviors effectively in

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Areas of Evaluation

able to stay calm in a variety of situations and ignore distractions from others. They also are able to set some basic goals and achieve them, and at times they can self-motivate when the situation calls for it.

Social Awareness

"Social Awareness" is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Teacher and parent scores fall in the Average range. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follow rules and act fairly with others. They typically are aware of the support and resources from others that are available to them.

Relationship Skills

"Relationship Skills" is defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Her scores fall in the Average interpretive range. Scores in this range indicate good relationship skills. Students at this level generally have good communication skills and are typically cooperative.

Responsible Decision Making "Responsible Decision Making" is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Teacher score falls in the Average range with parent score falling in the Below Average range. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them.

Academic Competence

"Academic Competence" is based on a student's motivation to learn, as well as his or his reading and mathematics skills. The academic competence scale is falls in the Well-Below Average range.

SUMMARY AND CONCLUSIONS

=======================================
is rated strongly by both parent and teacher. Her overall core skills are rated as Average. ness to others and shows them concern, she is able to engage with peers and adults, she point on to instructions, follows directions and is typically well behaved when unsupervised. The tries to forgive and comfort others when needed. She responds well when others start a conversation of the often say's "please" and "thank you."
Adverse Educational Impact Statement:

she does have some gaps in her social Although her overall scores are showing great improvement for skills as noted by parent and teacher report as well as evidenced S-SEL guestions. The Social section on her ABAS-3 adaptive assessment, has social skills ratings in the Low and Below Average ratings. By the nature of requires explicit instructions to continue to improve her social emotional skills and to keep her disability, her safe. Her d ocial emotional and social skill development can <u>negatively impact</u> her ability to participate fully within the general education setting with or without accommodations. requires specially designed instruction in social skills development in order to improve her ability to inte

Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often enjoys active games. is inconsistent in her It when playing with ability to use good eye contact with peers and adults. She prefers to play alone or toys and/or preferred activities in the school setting rather than sharing and inviting friends to play.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- Does not ask for help from adults
- Seldom follows rules when playing with others
- Seldom completes a task without bothering others
- * Never or seldom starts a conversation with peers
- * Seldom makes eye contact when talking
- * Seldom takes responsibility for her own actions



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Areas of Evaluation

* Seldom stands up for herself if treated unfairly

Some of the areas noted as strength by both raters are:

* Seldom withdraws from others

* Tries to comfort others

* Respects the property of others

* Shows kindness when others are upset

Conclusions from observations:

According to the validity software for the SSIS-SEL both parent and para-educator ratings are considered to be valid.



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Areas of Evaluation

Г	est Na	me:	Social	Skills	Improvement	System

Social-Emotional Learning (SSIS SEL): Parent

Date(s) Given: 05/12/2020

Professional/Examiner: Mother

Interpretive Ranges: 130+ Well-Above Average; 116-129 Above Average; 85-115 Average; 70-84 Below Average; 69 and below Well-Below Average.

	Standard Score	Percentile	Interpretive Range
SEL Composite	87	18	Average
Self-Awareness	74	6	Below Average
Self-Management	97	41	Average
Social Awareness	106	64	Average
Relationship Skills	90	23	Average
Responsible Decision Making	79	9	Below Average
Core SKills	96	36	Average



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Areas of Evaluation

Г	est Na	me:	Social	Skills	Improvement	System

Social-Emotional Learning (SSIS SEL): Teacher

Date(s) Given: 05/06/2020

Professional/Examiner: Jacilyn Houle Para-Educator

Interpretive Ranges: 130+ Well-Above Average; 116-129 Above Average; 85-115 Average; 70-84 Below Average; 69 and below Well-Below Average.

	Standard Score	Percentile	Interpretive Range
SEL Composite	93	30	Average
Self-Awareness	90	23	Average
Self-Management	93	30	Average
Social Awareness	107	65	Average
Relationship Skills	92	28	Average
Responsible Decision Making	87	19	Average
Core Skills	97	40	Average
Academic Competence	70	3	Well-Below Average



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Areas of Evaluation

Adaptive

Examiner Name: Alisa Wareham, School Psychologist, 05/13/2020

Assessment Summary:

Para-Teacher, Ms. Houle and mother, were provided the Adaptive Behavior Assessment System-Third Edition Questionnaire (ABAS-3) in orde at a data and a state of the Adaptive skills. The ABAS-3 assesses the daily structional skills of a child, measuring what the child data are the adaptive skills. The ABAS-3 assesses the daily structure and the adaptive skills are the adaptive skills. The ABAS-3 assesses the daily structure are the adaptive skills are the adaptive skills. The ABAS-3 assesses the daily structure are the adaptive skills are the adaptive skills. The ABAS-3 assesses the daily structure are the adaptive skills are the adaptive skills. The ABAS-3 assesses the daily structure are the adaptive skills are the adaptive skills.

Skill areas measured within this scale include Communication (speech, language, listening and nonverbal communication), Community Use (interest in activities outside the home and recognition of different facilities), Functional Academics (letter recognition, counting, and drawing simple shapes), Home Living (helping adults with household tasks and taking care of personal possessions), Health and Safety (showing caution and keeping out of physical danger), Leisure (playing, following rules, and engaging in recreation at home), Self-Care (eating, toileting, bathing), Self-Direction (self-control, following directions, and making choices), and Social (getting along with other people: using manners, assisting others, and recognizing emotions). These categories are represented by three adaptive domains: Conceptual (communication, self-direction, and academic skills), Social (interpersonal and social competence skills), and Practical (self-care, independent living, and daily living skills).

The scores for all the skill areas combine to form the General Adaptive Composite (GAC), an overall measure of a child's adaptive development. Standard scores for GAC and domain composites have a mean (average) of 100 and a standard deviation of 15. Standard scores for skill areas have a mean of 10 and a standard deviation of 3.

GAC/Domain Composites:

Above Average= 110-119; Average= 90-109; Below Average= 80-89; Borderline= 70-79; Extremely Low = 70 and below.

Skill Area Scaled Scores:

15 or More = Superior; 13-14 = Above Average; 8-12 = Average; 6-7 = Low Average; 4-5 = Borderline; 3 or Less = Extremely Low

Significant Findings:

is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the age range for Social and Practical skills and Extremely Low for Conceptual domains.

Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

In the Conceptual domain: (Communication, Functional Academics and Self-Direction)

Strengths:

Says the names of parents and friends

Shakes her head "Yes or No" in response to a simple question

Reads her own name when printed (inconsistent)

Controls feelings when not getting her way

Keeps working on hard tasks without becoming discouraged

Areas for Growth:

Completing work in a timely manner

Starts a conversation on topics of interest to others

Prints her first and last name

States the days of the week in order

Locates important dates on a calendar

Asking for help when needed



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Areas of Evaluation

Answers simple questions about a story being read to her

In the Social domain: (Leisure and Social Skills)

Strengths:

Has a good relationship with teachers and other adults

Has one or more friends Is well liked by others her age

Looks at picture books during free time

Areas for Growth:

Waits for her turn in games and activities

Seeks friendships and keeps a stable group of same-aged friends

In the Practical Domain: (Community Use, School Living, Health and Safety, and Self-Care).

Places dirty items from meals in the proper place

Shows respect for others' property

Follows safety rules at school

Shows caution around hot or dangerous items

Uses the restroom without help

Washes hands as needed

Helps keep the classroom clean

Areas for Growth:

Finding her way around the school by herself to the restrooms

Takes the time to do schoolwork well

Putting shoes on the correct feet

Buttons and fastens her clothing

ADVERSE EDUCATIONAL IMPACT:

is demonstrating deficits in her adaptive skills that require direct adult assistance and/or explicit She requires individualized instruction in Adaptive skills in order to more fully participate in the learning expectations.

Conclusions from observations:

According to the validity software for the ABAS-3 both parent and para-educator ratings are considered to be valid.



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Areas of Evaluation

Test Name :	Adaptive Behavi Edition Parent (A	ABAS-3 Parent)	
Date(s) Given	:05/06/2020		
Professional/E	Examiner:	Mother	

Adaptive Behavior Assessment System, 3nd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years.

Classifications for Composite Scores: 120 or more High; 110-119 Above Average; 90-109 Average; 80-89 Below Average; 70-79 Low; 69 or less Extremely Low.

Classifications for Scaled Scores: 15 or more High; 13-14 Above Average; 8-12 Average; 6-7 Below Average; 4-5 Low; 3 or less Extremely Low.

	Scaled Score (skill areas)	Standard Score (composite/do mains)	Percentile Rank	Classification
General Adaptive Composite (GAC)		74	4	Low
Conceptual Domain		61	0.5	Extremely Low
Social Domain		83	13	Below Average
Practical Domain		83	13	Below Average
Communication	3			Extremely Low
Community Use	6			Below Average
Functional Academics	1			Extremely Low
Home Living	9	i i		Average
Health and Safety	7			Below Average
Leisure	6			Below Average
Self-Care	7			Below Average
Self-Direction	6			Below Average
Social	8			Average



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Areas of Evaluation

Test Name :	Adaptive Behavior Assessment System, Third Edition Teacher (ABAS-3 Teacher)
Date(s) Given	1:05/06/2020
Professional/F	Examiner: Jacilyn Houle Para-Educator

Adaptive Behavior Assessment System, 3nd Edition (ABAS-3) is a norm-referenced assessment of adaptive skills for individuals ages birth to 89 years.

Classifications for Composite Scores: 120 or more High; 110-119 Above Average; 90-109 Average; 80-89 Below Average; 70-79 Low; 69 or less Extremely Low.

Classifications for Scaled Scores: 15 or more High; 13-14 Above Average; 8-12 Average; 6-7 Below Average; 4-5 Low; 3 or less Extremely Low.

	Scaled Score (skill areas)	Standard Score (composite/do main)	Percentile Rank	Description
General Adaptive Composite (GAC)		67	1	Extremely Low
Conceptual Domain		61	0.5	Extremely Low
Social Domain		75	5	Low
Practical Domain		72	3	Low
Communication	4			Low
Community Use	2			Extremely Low
Functional Academics	1			Extremely Low
School Living	7			Below Average
Health and Safety	5			Low
Leisure	5			Low
Self-Care	7			Below Average
Self-Direction	3			Extremely Low
Social	5	3 3		Low

to address communic

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Areas of Evaluation

Adaptive: functional reading Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020 **Significant Findings:** Based on teacher report: is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards ing corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a ______ (bus, flower, puppy). I like to ____ (swing, swim). Adaptive: functional math Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020 **Significant Findings:** Math: is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects Adaptive: functional written language Examiner Name: Alisa Wareham, School Psychologist, 05/07/2020 **Significant Findings:** Writina: draws pictures, we would scribe the sentences with a highlighter, then she traces the sentences. She riting her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts). Communication Examiner Name: Heather Sharp, SLP, 05/11/2020 **Assessment Summary:**

is a 1st grade student in Mrs. Smith's class at Riverview Elementary. She is being re-evaluated as a part of a ear re-evaluation. has a diagnosis of down syndrome. She has been seen for speech and language therapy address communic n delays since 2014 through the Snohomish School District (Birth-3, preschool, and

ds and phrases.

hair bow, gave her t

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Areas of Evaluation

is currently being evaluated using a file review of previous evaluation results, SLP therapy notes, school-age). observations. d teacher report. The information in this report is believed to be an accurate portrayal of her communication skills. **Significant Findings:** PREVIOUS EVALUATION RESULTS (May 2017) was evaluated using the Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and ressive language skills. On the Auditory Comprehension subtest of the PLS-5, and raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the pressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With h agnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a base eading of her skills. strengths include her interest in labeling entifying basic verbs. vocabulary, receptively identifying functions of basic items, a language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is bining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a ____). Though these phrases contain two words, it is likely that the has lear different deep them, and uses them, as a single linguistic unit, rather than understanding the meaning of e h word. Regardless, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. inventory of phonemes speech intelligibility is increased context, in repetition, and with known listeners. She often accompanie eech with it's earlier learned and used sign cognate. CURRENT DATA (taken from progress report notes and therapy data prior to March 13, 2020 before the school closure) IEP goals over the last year are focused on verbally responding to guestions about the function, shape, and of common items, and producing intelligible phrases (describing pictures using 3-4 word present progressive phrases [girl is walking, horse eating grass], and following models to accurately produce sounds/syllables). Current progress: function (ie. what do we use to color?) with 58% accuracy, and 45% with a choice of 3. If matches the object the function, but has a hard time understanding the question when it is matches the object with frequently responds with a repetition of the last word of the question (ex. If asked "what do we do with sci responds with "scissors"). When presented with a "wh" question about a picture, answers basic "who, at" questions with 63% accuracy. Using intelligible phrases: uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, the destable bes a picture using a 2-word phrases (person verbing) with 33% accuracy. We have been working on paing words, 1 syllable at a time. Works really hard imitating each syllable, even when they are difficult. With a pacing board, the repeats 2-syllate words with 63% accuracy. responds to yes/no questions well, and communicates her basic needs and wants through previously learned responds to questions and comments on topic, but not always accurately (ie. "I like your is oft responded to with "Mom" or ". It is not clear if that is the person who did her hair or ow, or if she is simply responding with mething that frequently gets a response from people.

Functional goals would be on understanding basic "wh" guestions and responding appropriately, and continuing to practice using intelligible words and phrases.



curved shapes.

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Areas of Evaluation ADVERSE ACADEMIC IMPACT Same aged peers use full sentences to clearly communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the classroom and social settings. communication delays impact her ability to make progress and keep up with same aged peers and is there eligible for SLP services to address these skills. Conclusions from observations: Summary and Recommendation: continues to need assistance with adequately communicating her wants and needs, and her thoughts and as in the classro<u>om setting. She continues to need sig</u>nificant support in the area of communication. It is continue to receive speech and language therapy services to address her communication ski change in the area of communication before the next evaluation, the level of SLP services recommended that delays. As ort her ability to access and benefit from her educational program may need to be adjusted. required to Adverse Impact Statement: Same aged peers have the communication skills required in order to express their thoughts and ideas in the communication delays impact her ability to make progress and keep up with same aged peers and is there eligible for SLP services to address these skills. Fine Motor Examiner Name: Erin Matthews, MS, OTR/L, 05/08/2020 Assessment Summary: is a 1st grader in Mrs. Smith's class at Riverview. She is being re-evaluated as a part of the 3-year evaluation process. The has a diagnosis of down syndrome. She has been seen for occupational therapy services for the past 3 y rs to address fine motor delays. The has been evaluated using a file review of past therapy notes, observations, and teacher report. The inform on in this report is felt to be an accurate representation of her current skills. Significant Findings: Functional observations: has attended therapy sessions 1:1 in the therapy room weekly for 20 minutes each time. In OT sessions, been working on goals related to writing skills, cutting, and drawing. In class, requires the assistance a-educator to initiate classwork, and complete it fully. The has been working have on learning how to trace her para-educator to initiate classwork, and complete it fully. letters and write her name. She has made progress in he bility to understand the concept of tracing within the past 2 years! She is able to trace writing activities in class. She has mastered the ability to trace her name Currently, she is working on being able to write her name independently. She is demonstrating the how to form the letters of her name, but needs to continue to practice to master the and on can copy vertical and horizontal lines, and draw circles. At tim ng therapy sessions, y" when she becomes disinterested in an activity. This has been noticed towards the end of st 20-minute therapy sessions. When cutting, has made a lot of progress with cutting straight lines independently. She has met her goal of straight-lined consistently. She has demonstrated the ability to cut along straight lines fairly accurately (within 1/4" of the line consistently), but has more difficulty with

staying on the line along curves. She often requires hand over hand assistance to maintain accurate cutting on

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Areas of Evaluation

When drawing independently, and draws a person without a torso, but includes the legs, feet, eyes, nose, mouth, and hair. When she is given verification I cues and a visual, she is able to draw a picture of a person with all of the details, meeting her goal. She will continue to practice drawing skills to become more independent.
During therapy sessions, will see is often asked to complete activities that challenge her in various ways. For example, will sit on the bolster's ing and complete an activity of grasping and pushing (Mr. Potato Head, for example), le OT swings it back and forth causing to use her trunk to support herself. She will write on the board while standing on a "BOSU" ball to challenge he alance. Or, will stand at the table to push stamps into playdough to work on pincer grasp strength. The gets uneasy at time when her balance is challenged, but with encouragement, she always tries.
teacher states she does struggle with fine motor tasks within the classroom, and continues to work on tracing s and writing her name. Continues to work on self-help skills such as donning her jacket independently. She is able to do so consisten to but is unable to engage the zipper. She needs assistance from a para-educator to complete these tasks within the classroom. Her teacher has been able to implement a variety of strategies that work for skill level such as highlighting words for her to trace or lines for her to cut, allowing to draw pictures instead of write, and using preferential seating.
~Erin Matthews, MS, OTR/L
Conclusions from observations:
Summary and Recommendation: continues to need assistance with most tasks while at school. She continues to need significant support in the a of fine motor. It is recommended that skills change in the ea of fine motor before the next evaluation, the level of OT services required to suppo ability to access and benefit from her educational program may need to be adjusted.
Adverse Impact Statement: Same aged peers have the fine motor skills required in order to write simple sentences, draw detailed pictures, independently cut accurately consistently, and zip their coat independently. fine motor delays impact her ability to make progress and keep up with same aged peers and is therefore these skills.
~Erin Matthews, MS, OTR/L, May 2020
Gross Motor
Examiner Name: Amanda Ng, Physical Therapist, 03/09/2020
Assessment Summary:

As

is a very friendly first grader at Riverview Elementary that is being evaluated in gross motor as part of her mprehensive 3 year evaluation. She has been receiving 30 minutes of gross motor services each week. She was re-evaluated at her school using a combination of standardized testing and skilled observation.

Significant Findings:

OBSERVATIONS:

is always happy to participate. She is independent with walking but does walk with a wide base of support and s increased trunk rotation to advance her legs as opposed to hip flexion/extension. She runs with a similar pattern. She can step up onto a 6 inch step independently but does require one hand assist to descend the step, likely due to her difficulties with depth perception. Can now step over objects and curbs without assistance. She attempts to hop and jump but has difficulty with two oot take off and landing.

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Areas of Evaluation

very much enjoys the swing and is able to propel with cues to push and pull with her arms.
completed both the Timed Floor to Stand Test (TFTS) and the Pediatric Balance Scale (PBS). The TFTS looks ne child's ability to stand from the floor walk 3 m and return to their sitting position. This replicates the classroom transitions from circle time or stations that are required in first grade. The average time to complete this task for same-aged peers was 8.45 seconds. It took as 18.73 seconds. Was slowest on the transitions to and sitting on the floor while her walking speed was only slightly slowe an average. She also completed the PBS that is a 14 item test looking at functional balance in children. Out of a possible score of 56 points accorded to the transitions on one foot, standing one foot in front of e other, and tapping her toes on a step.
Summary and Recommendation: It is recommended that activity limitations and participation restrictions that impact balance, and descending stairs/playground equipment.
Amanda Ng, DPT Physical Therapist March 2020
During the re-evaluation meeting over zoom video call, performance in PE came up. Her para reports the following:
PE Here are a few bench marks from PE/recess that has shown:
Jumping with two feet over a rope Running long distances (Pacers and during the "Cars" game) Hula hoops Throws the balls during the game. She can also understand the concept of most games i.e. tagging someone will get them out, she knows to sit down when she is tagged. Four square- She has gotten really good and bouncing and catching the ball.
Also at recess, she is great at climbing. She loves to climb the rock roll, she just cant get down(which results in me lifting her down like a little monkey latching on to its mother). Tetherball is also a good one for her. She had hit the ball, but has a hard time knowing when to hit it. Its her depth perception when trying to see the ball swinging around.
STAIRS Both mom, and and her para, Mrs. Houle reported that is struggling with using stairs at home and at school hey furth eport that is placing both feet on each tep (step to gait) and holding onto the rail to both ascend and descend. They also ort that appears quite hesitant on steps.
expressed concerns over stamina and endurance. She reports that at times on the way home from scho Most days comes home and gets a snack and with the time rest of the night. It is common for children with this diagnosis to be fatigued after school as they are working hard to ovice the nedurance on the way home from scho Most days comes home and gets a snack and with the fallen on the way home from scho Most days comes home and gets a snack and with the fallen on the way home from scho Most days comes home and gets a snack and with the fallen on the way home from scho Most days comes home and gets a snack and with the fallen on the way home from scho Most days comes home and gets a snack and with the fallen on the fallen on the way home from scho Most days comes home and gets a snack and with the fallen on the fallen of the fallen on the fallen



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Areas of Evaluation

ADVERSE IMPACT STA <u>TEME</u> NT	
Where as most student's age have the gross motor skills to get up from the floor in a timely manner, climb	
down from playgro <u>und</u> eq <u>ent, th</u> row a ball 8 feet, and ascend and descend steps using a reciprocal gait (one	
oot to each step), and cannot. I gross motor delays adversely impact her ability to fully access her educations	al
environment, and s is therefore igible for skilled PT services as a related services to address her activity	
imitations and participation restrictions.	

Kelly Daniels, MPT Physical Therapist Email: kelly.daniels@sno.wednet.edy

Conclusions from observations:

was observed around the school and in the therapy room. It is thought that this is an accurate representation of gross motor skills.

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continues to require special education services.

Prior Written Notice Date: 05/26/2020 To: Re: Student's Name: PURPOSE: As a parent/guardian of a 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 initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. The purpose of this prior written notice is to inform you that we are: change X continue 1. X proposing initiate discontinue a/an refusing (mark one of the above) (mark one of the above) Mark all items below that apply: 3. Referral Evaluation Eligibility Category X Educational Placement Reevaluation IEP Disciplinary action that is a change of Other: placement Description of the proposed or refused action: This meeting is being held via Zoom with the parent's agreement. Attending the meeting are: parent, principal, Tammy Jones, resource teacher, Zoe Yeley, SLP, Heather Sharp, general education teacher, Kourtney Smith, Para-Educator Jacilyn Houle, OT, Erin Matthews, PT Kelly Daniels, TOSA, Wendy Stegall, Dean of Students, Anjeannette Hammer, and school psychologist, Alisa Wareham, NCSP. was referred for a state mandated reevaluation on 03/03/2020. Due to the school closure to the Covid-19 response, parent and the team determined that her evaluation would be completed with a combination of assessments that were able to be completed before the closure and by record review. After careful review of all information, the evaluation group determined that continues to meet eligibility criteria as a special education student. To cognition for specially designed instruction was changed to specially designed instruction in adaptive functional continues to meet eligibility criteria as a special education student. The area academics for writing, reading and mathematics. continues to receive instruction in social/emotional. adaptive, speech, fine and gross motor skills development. The reason we are proposing or refusing to take action is: After reviewing school data, learning behavior and input from parent and teachers, individually administered standardized social/emotional/behavior, adaptive, and fine motor assessment as well as record review of progress for academics,

Description of any other options considered and rejected:

speech and PT the Evaluation Team determined that

The option of not qualifying for special education services was considered and rejected. The option of continuing to have her IEP reflect goals in cognition instead of functional academics was considered and rejected.

The reasons we rejected those options were:

meets eligibility requirements and demonstrates the need for specially designed instruction in adaptive, fine and gross motor, social/emotional/behavior, and communication. The evaluation team determined that moving her goal area from cognition to functional academics in writing, reading and math would allow the team to target interventions that are more specific to her overall developmental and needs. The use of the functional academics category allows for greater flexibility for her growth and development through her school years as her IEP includes transitional services for a young adult.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

A comprehensive battery of assessment tools was administered in addition to information from the parent(s), teachers and the entire evaluation group. Grades and school records were reviewed. Please see evaluation for specific assessments.

Any other factors that are relevant to the action:

Due to the unprecedented need to close all schools in the State of Washington by order of the Governor; all [IEP/s or



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Prior Written Notice

Evaluations] will be conducted virtually or via the telephone during this time. These meetings will proceed with the agreement of the family. If the family prefers to wait until our schools are back in session to hold the meeting, the [IEP or Evaluation] meeting will be held within 30 school days. Signatures will not be possible, but the names of the participants will be added directly to the [IEP or Evaluation] document to indicate who was in attendance. If the family agrees to proceed with the meeting and one of the required members is not able to join the meeting, the parent must agree and an Excusal form for the missing team member will accompany this [IEP or Evaluation]. That excused team member will be in contact with family directly.

proceed with the meeting and one of the required member Excusal form for the missing team member will accompan contact with family directly.	rs is not able to join the meeting, the parent must agree and an my this [IEP or Evaluation]. That excused team member will be in
The action will be initiated on: _05/27/2020	
Education Students and Their Families. If this prior written notic (2) as part of a request for reevaluation or (3) notice to you regard	tions are explained in the Notice of Procedural Safeguards for Special ce is given to you (1) as part of your child's initial referral for evaluation, ding disciplinary action that constitutes a change of placement the Notice of Procedural Safeguards for Special Education Students and would like help in understanding the content, please contact:
Alisa Wareham	at 3605634405
$Notice\ of\ Procedural\ Safeguards\ for\ Special\ Education\ Students$	and Their Families has been provided to parents.



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Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



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Medicaid Consent

Date: <u>05/18/2020</u>	
PURPOSE: This form asks for your consent to share the necessary informatic Medicaid reimbursement with the Washington State Health Care Authority, I does not affect individual benefits under Medicaid or require a co-pay or deduction district's Director of Special Education or designee for an explanation	Health and Recovery Services Administration. Billing HCA uctible. If you have questions regarding this request, call the
Student's Name:	Student's SSID:
Current School: RIVERVIEW ELEMENTARY	Date of Birth:
State law requires the school district to submit claims for health-related services for special education. These services include physical therapy, occupational counseling, and psychological evaluation.	
With your permission, Snohomish School District, will submit your student's Authority (HCA) to verify Medicaid eligibility. Such a request will in no was individualized education program (IEP).	
With your permission, we will share necessary identifying information from reimbursement from the Washington State Health Care Authority (HCA). If the IEP, the school district will request additional consent. If my child no lon transfer to a new district.	any additional Medicaid reimbursement services are added to
This authorization will begin on <u>05/18/2020</u> .	
By giving consent, you are acknowledging that (1) you have been fully inform consent is sought; (2) you understand that the granting of consent is voluntary revoke consent, the revocation is not retroactive; which means that it does no	y on your part and may be revoked at any time; and (3) if you
☐ I give my consent to verify Medicaid eligibility with HCA and to su	bmit claims for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA an refusal does not affect my child's access to services under the Indivi	nd to submit claims for allowable services. I understand that my dualized Education Program.
Signature of Parent Date	



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Progress Report

leeting	Date:	05/22/2020
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PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Progress will be reported using the following codes.

- ES Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.
- IP Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.
- M Mastered this annual goal.

Annual Goal: Adaptive

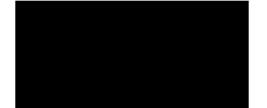
Standard:

NI - Not been provided Instruction on this goal.

Non CCSS Goals

- RAS Due to remote learning could not work on goal as written; worked on a related alternative skill described below
- SE Skill Emerging Not enough time to demonstrate significant growth due to recent IEP date.
- SP Sufficient Progress being made to achieve annual goal within duration of IEP.

Skill: Walking in a Line								
By 05/21/2021, when gi class improving ability to with the class with less t	follow routine	and instruct	ions from walki	ng at her own	pace and not in	will be able t line with the cl by teacher-coll	ass to walking	na in line
How will progress to	е	v	Vritten in Repoi	t Card	Wr	itten Progress I	Report	
Report of Student Pro	gress:Semeste	er						
Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review: 02	2/02/2021							06/19/2020
Progress:	RAS	İ						SE
	as held on 5/22 SS Goals	2/2020, so th	nere has not be	en enough tim	e to show growt	th.		
Annual Goal: Adaptive	е							
Skill: Stamina and Atten	tion							
By 05/21/2021, when gi attention skills from mai prompts as measured by	ntaining focus f	or 5 of 20 m	inutes without	k prompts to ma	vill maintain foci iintaining focus			
How will progress too X Copy of Goal Pag Other			Vritten in Repoi	t Card	Wr	itten Progress F	Report	
Progress Report			Special Edu	cation Services				Page 1



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Progress	Re	port
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Deport of	Student	Progress: Semester
Report of	Student	Progress: Semester

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	02/02/2021							06/19/2020
Progress:	SP		Į.					SE

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	02/02/2021							06/19/20
Progress:	SP							SE
6/19/2020 - IE	e to maintain at P was held on 5/		175N B					
Standard: Non	CCSS Goals							
Annual Goal: Socia	l Emotional/Beh	avior						
Skill: Reciprocal Play By 05/21/2021, wher improving social inter opportunities over a v	actions skills fro	m inviting adu	Its to join activ	ity rather than I	peers to inviting	ite them to a r g a peer to join ervation		
How will progress X Copy of Goal F Other Report of Student I	age	v	Vritten in Repor	t Card	Wri	itten Progress I	Report	
Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	02/01/2021					The state of the s		06/19/20
Progress:	RAS	<u> </u>						SE
Comments: 2/1/2021 - Due to the returning to in-persor be tracked starting th	e safety guidelin learning with h en. P was held on 5/						ool. However anced, recipr	, will be ocal play will
6/19/2020 - IEI								
	CCSS Goals							
		navior						
Standard: Non	l Emotional/Beh	avior						
Standard: Non (Annual Goal: Socia	l Emotional/Beh ker given an adult king down at the	or peer interac ground or shy	ing away to loc	will look at th oking at the per	e person speak son speaking in	ing to show sh 1 4/5 opportuni	e is listening ties across 5	improving days of
Standard: Non of Annual Goal: Social Skill: Looking at Speat By 05/21/2021, when social skills from look	I Emotional/Beh ker given an adult king down at the asured by teach toward this goa	or peer interace ground or shy er-collected da I be reported?	ing away to loc	oking at the per	son speaking in	ing to show sh 14/5 opportuni itten Progress I	ities across 5	improving days of



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Progress	Re	port
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Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	02/02/2021							06/19/2020
Progress:	SP							SE

Comments	Co	m	m	en	ts
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2/2/2021 - In class, will turn and look at who is talking when students are sharing with the class. When walking in the hallway, is able to stop and look at the person speaking to her with prompts. She always responds, but doesn't always turn and look directly at the speaker. Without prompts, will look at the speaker in 2/5 opportunities.

6/19/2020 - IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional written language

Skill: Sentence Generating

By 05/21/2021, when given a picture of something happening will be able to tell what is happening in the picture improving early writing skills from generating a sentence from a picture using a sentence frame in 4/5 opportunities to generating a sentence from a picture only in 2/3 opportunities as measured by teacher-collected data/observation

How will progress toward this goal	be reported?	
X Copy of Goal Page	Written in Report Card	Written Progress Report
Other		

Report of Student Progress: Semester

Progress of Goals: 1	2	3	4	5	6	7	8
Date of Review: 02/02/2021							06/19/2020
Progress: M							SE

Comments:

2/2/2021 - is able to generate multiple sentences about a picture and can often even tell a whole story about what is going on in the picture. She is able to verbally generate sentences in every given opportunity.

6/19/2020 - IEP was held on 5/22/2020, so there has not been enough time to show growth.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Number Recognition

By 05/21/2021, when given the numbers 0-9 will be able to recognize and name each number in and out of order improving early math skills from counting 1,2,3 to recognizing and counting 0-9 in 2/3 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

X Copy of Goal Page Written in Report Card Written Progress Report
Other

Report of Student Progress: Semester

Progress of Goals: 1	2	3	4	5	6	7	8
Date of Review: 02/02/2021							06/19/2020

Progress:

ES

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SE

0			Prog	ress Report				
Progres	ss: ES							SE
Comments: 2/2/2021 - is a	able to recognize,	, name, and cou	unt to numbers	1-5.				
6/19/2020 -	IEP was held on	5/22/2020, so t	there has not be	een enough tim	e to show grow	th.		
Standard: No	n CCSS Goals							
Annual Goal: Ac	aptive: functiona	l math						
Skill: Coins								
By 05/21/2021, who computation skills days as measured	from identifying (coins to identi	dime, quarter ifying coins and	will i counting like o	dentify and cou oins to \$1.00 w	nt their values ith 90% accura	improving mat acy over 3 data	h collection
How will progre X Copy of Goo Other Report of Studer) Written in Repo	ort Card	W	ritten Progress	Report	
Dungwass of Con	lei 1			4	E	-	7	
Progress of Goa	ls: 1 w: 02/02/2021	2	3	4	5	6	7	8 06/19/2020
Progres								SE
Comments: 2/2/2021 - Due to with their name (p 6/19/2020 -	shortened learning enny, nickel, dim IEP was held on	e, quarter, doll	ar bill).	5.		E.A.	tures of coins	and dollars
Standard: No	n CCSS Goals							
Annual Goal: Ac	aptive: functiona	l reading						
Skill: Sentence Rea	ading							
By 05/21/2021, which words in order to repictures and sight data/observation	ead the sentence	improving earl	v reading skills	from recognizi	nd pictures with	able to recogn at least 90% a neasured by te	accuracy to rec	cognizing
How will progre X Copy of Goo Other Report of Studer) Written in Repo	ort Card	W	ritten Progress	Report	
Progress of Goa	ls: 1	2	3	4	5	6	7	8
	w: 02/02/2021						-	06/19/2020

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Progress Report

Comments: 2/2/2021 - is "mom".	able to name and	recognize picto	ures, but is still	struggling with	sight words. Sh	e can currently	y recognize '	and
6/19/2020 -	IEP was held on	5/22/2020, so t	there has not be	een enough tim	e to show growt	h.		
Standard: N	Ion CCSS Goals							
Annual Goal: A	daptive: functiona	l reading						
Skill: Sight Words	3							
By 05/21/2021, v words improving stop, exit, girls, b	when given a list of reading skills fron oys) with 80% acc	f 10 priority wo n knowing 2 sig curacy over 3 d	rds (mom, ht words to bei ata collection da	. dad, I, me, se ng able to read ays as measure	e, stop, exit, gir 10 priority sigh d by charting, to	ls, boys) t words (nom, dad, I.	ad sight me, see,
X Copy of Go Other	ress toward this go oal Page		Written in Repo	ort Card	Wr	itten Progress	Report	
Report of Stude	nt Progress:Sem	ester						
Progress of Go	als: 1	2	3	4	5	6	7	8
	ew: 02/02/2021							06/19/2020
Progre								SE
6/19/2020 -	an read 2/10 sight IEP was held on to the control of the control o	Commence of the contract of th	om). (20%) there has not be	een enough tim	e to show growt	h.		_
Annual Goal: C	occupational Thera	ру						
Skill: Writing By 05/21/2021, v 1/3 recognizable collection days	when given a mode letters of name to	el and promptin writing 3/3 red	g cognizable lette	vill write name i rs of name as	mproving indepo measured by wo	endence in writ ork samples and	ting skills fro d OT data ov	m writing er 4 data
X Copy of Go Other	ress toward this go pal Page ent Progress:Sem		, Written in Repo	ort Card	☐ Wr	itten Progress	Report	
Progress of Go	als: 1	2	3	4	5	6	7	8
	ew: 01/20/2021	-	-		0.00			06/05/2020
Progre								SE

Comments:

January 2021: has been making great progress with this goal. She is practicing daily in class, and in OT. She is still marking multiple horizontal lines on her vertical line to create her uppercase She is able to write a that is recognizable, and a that is recognizable

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Progress Report

about 50% of the time. She will continue to work on following verbal cues to write her '	correctly and write her name within the given
space. She is on her way to meeting this goal! ~Erin Matthews, MS, OTR/L	Section of space (** Comparison of the Compariso

June 2020: IEP was Instruction, and eng	completed on 5 agement, there	6/22/2020. Due has been no pr	to COVID-19 cl ogress demons	losure, OT sent trated yet. ~Er	activities/instruin Matthews, M	iction via Seesa S, OTR/L	aw. Due to limit	ed time,
Standard: Nor	CCSS Goals							
Annual Goal: Occ	upational Thera	ру						
Skill: Drawing								
By 05/21/2021, who picture with 10 or m adult assistance as	ore details with	physical adult	assistance to di	ependently impi rawing a recogr 4 data collection	izable picture v	or precision from vith 10 or more	m drawing a re details withou	cognizable t physical
How will progres X Copy of Goal Other Report of Student	Page		Written in Repo	ort Card	□ w	ritten Progress	Report	
Progress of Goals	: 1	2	3	4	5	6	7	8
Date of Review	: 01/20/2021				NSS		200	06/05/2020
Progress	: SP		1					SE
and follow step by s nore details. At this assistance. She will lune 2020: IEP was nstruction, and eng	time, she is dra continue to wor completed on 5 agement, there	awing recogniza k on her drawir 5/22/2020. Due	able pictures an ng skills in orde to COVID-19 cl	d adds 10 or m r to put pictures losure, OT sent	ore details with to her stories! activities/instru	verbal prompt ~Erin Matthew iction via Seesa	ing and no physis, MS, OTR/L	sical
Standard: Nor	CCSS Goals							
Annual Goal: Occ	upational Thera	ру						
Skill: Cutting By 05/21/2021, who cutting curved lined work samples over	shapes within 1	/2" of the line t		will independen d lined shapes				
How will progres X Copy of Goal Other Report of Student	Page		Written in Repo	ort Card	□ w	ritten Progress	Report	
Progress of Goals		2	3	4	5	6	7	8
Date of Review	: 01/20/2021							06/05/2020

Comments:

Progress:

SP

SE

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Written Progress Report

Progress Report

paper multiple to cut within 1/4"	has been able to all support, she is able times instead of aimin of the line, but is not ce. ~Erin Matthews,	e to maintain he ng at the line to yet doing it co	er scissors on the cut. She prefe	ne given line. W	/hen given full i ht lines, but is a	ndependence, s ble to cut curv	she often chop ed lines. She	ps at the is able to
June 2020: IEP instruction, and	was completed on 5/ engagement, there	/22/2020. Due has been no pro	to COVID-19 clo ogress demonst	osure, OT sent trated yet. ~Eri	activities/instru n Matthews, MS	ction via Seesa , OTR/L	w. Due to lim	ited time,
Standard:	Non CCSS Goals							
Annual Goal:	Occupational Therap	ру						
Skill: Fasteners								
engaging zippei	, when given an oppo r on coat with physica eacher data over 4 da	al adult assistar	nce to engaging		and engage zip without physica			
X Copy of Other			Written in Repor	rt Card	Wr	itten Progress I	Report	
Report of Stud	dent Progress:Seme	ester						
Progress of G	oals: 1	2	3	4	5	6	7	8
-	oals: 1 view: 01/20/2021	2	3	4	5	6	7	8 06/05/2020
Date of Re		2	3	4	5	6	7	
Date of Rev Prog Comments: January 2021: independently, impairments an engage the zipp ~Erin Matthews June 2020: IEP	or has worked on this has having difficult of the positioning of the position	s goal with ty with engagin he zipper on th lependence by 1/22/2020. Due	a few times th g the zipper, ar e bottom of her first working on to COVID-19 clo	is year, but not nd requires phy coat. OT will c n it at the table osure, OT sent	each session. sical assistance ontinue to work where she can activities/instru	is able to do This may be do on this skill to see all of the po-	on her coat lue to her visi improve her arts of the zip	06/05/2020 SE ion ability to pper better.
Comments: January 2021: independently, impairments an engage the zipp ~Erin Matthews June 2020: IEP instruction, and	or that worked on the she is having difficult of the positioning of the rand gain more income, MS, OTR/L was completed on 5/ engagement, there	s goal with ty with engagin he zipper on th lependence by 1/22/2020. Due	a few times th g the zipper, ar e bottom of her first working on to COVID-19 clo	is year, but not nd requires phy coat. OT will c n it at the table osure, OT sent	each session. sical assistance ontinue to work where she can activities/instru	is able to do This may be do on this skill to see all of the po-	on her coat lue to her visi improve her arts of the zip	06/05/2020 SE ion ability to pper better.
Date of Rev Prog Comments: January 2021: independently, impairments an engage the zipp ~Erin Matthews June 2020: IEP instruction, and	or that worked on the She is having difficult of the positioning of the rand gain more income, MS, OTR/L was completed on 5/2 engagement, there	s goal with ty with engagin he zipper on th lependence by 1/22/2020. Due	a few times th g the zipper, ar e bottom of her first working on to COVID-19 clo	is year, but not nd requires phy coat. OT will c n it at the table osure, OT sent	each session. sical assistance ontinue to work where she can activities/instru	is able to do This may be do on this skill to see all of the po-	on her coat lue to her visi improve her arts of the zip	06/05/2020 SE ion ability to pper better.
Date of Rev Prog Comments: January 2021: independently, impairments an engage the zipp ~Erin Matthews June 2020: IEP instruction, and	or that worked on the she is having difficult of the positioning of the rand gain more income, MS, OTR/L was completed on 5/ engagement, there	s goal with ty with engagin he zipper on th lependence by 1/22/2020. Due	a few times th g the zipper, ar e bottom of her first working on to COVID-19 clo	is year, but not nd requires phy coat. OT will c n it at the table osure, OT sent	each session. sical assistance ontinue to work where she can activities/instru	is able to do This may be do on this skill to see all of the po-	on her coat lue to her visi improve her arts of the zip	06/05/2020 SE ion ability to pper better.
Date of Rev Prog Comments: January 2021: independently, impairments an engage the zipp ~Erin Matthews June 2020: IEP instruction, and	or has worked on this having difficult of the positioning of the per and gain more incompleted on 5/2 engagement, there in Non CCSS Goals Physical Therapy	s goal with ty with engagin he zipper on th lependence by 1/22/2020. Due	a few times th g the zipper, ar e bottom of her first working on to COVID-19 clo	is year, but not nd requires phy coat. OT will c n it at the table osure, OT sent	each session. sical assistance ontinue to work where she can activities/instru	is able to do This may be do on this skill to see all of the po-	on her coat lue to her visi improve her arts of the zip	06/05/2020 SE ion ability to pper better.

Report of Student Progress: Semester

X Copy of Goal Page

Other

How will progress toward this goal be reported?

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	06/15/2020	02/01/2021						
Progress:	SE	SP						

Written in Report Card

Comments:

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Progress Report

2/01/2021 is n she struggles to the of the progress she	naking steady pro row it 5-7 feet bu has made! KDai	ut this appears t	this IEP goal. S o be a depth po	he is consisten erception issue	tly throwing 10 We will keep	feet without a working on it.	target. With a should be	
Standard: No	n CCSS Goals							
Annual Goal: Ph	sical Therapy							
Skill: Climb Down F	rom Playground	Equipment						
By 05/21/2021, wh minimal support (0 3/3 trials as measu	-25%) for safety	and to help gui	de ner down in	mproving her a			eing lifted but w uipment from 0	
X Copy of Goa Other	(A-10-00)		Written in Repo	rt Card	W	ritten Progress	Report	
Report of Studen	t Progress:Sem	iester						
Progress of Goal	s: 1	2	3	4	5	6	7	8
	v: 06/15/2020						-	
Progres	1 1	RAS						
Standard: No	n CCSS Goals							
Annual Goal: Ph	sical Therapy							
Skill: Classroom Tr By 05/21/2021, wh position (mimicking measured by teach	en given the opp	sitions) in 14 sec	conas aoina im	proving her abi	sitting, walk the	nree meters and in class from (d return to her 0/3 trials to 3,	sitting /3 trials as
How will progre X Copy of Goa Other	ss toward this go I Page	Charles and the Control of the Contr	Written in Repo	rt Card	□ w	ritten Progress	Report	
Report of Studen	t Progress:Sem	ester						
Progress of Goal	s: 1	2	3	4	5	6	7	8
	v: 06/15/2020	02/01/2021						
Progres	s: SE	SP						
Comments: 2/01/2021 is n without difficulty.	naking steady pro should be ver	ogress towards t	this IEP goal. S progress she ha	he is able to go	et up off the floo els, MPT	or and start wa	lking to her nex	t task

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Standard:	Non CCSS Goals							
Cl- I	Nev-11 Th							
unnuai Goai: 1	hysical Therapy							
Skill: Stairs								
	when given the opp ility to navigate sch		will ascer to 5/5 tri	nd and descend s als as measured	stairs using a re by therapist, pa	ciprocal gait (ara and teache	okay to hold the er data over thr	e rail) ee data
How will prog	ress toward this go	al be reported?						
X Copy of G	The state of the s		ritten in Repo	ort Card	Wri	tten Progress	Report	
Other								
Report of Stude	ent Progress:Sem	ester						
Progress of Go	als: 1	2	3	4	5	6	7	8
				-	J	U	<u>, , , , , , , , , , , , , , , , , , , </u>	0
Date of Revi	ew: 06/15/2020							
Programments: /01/2021 Stairs he seems to str	have been somew liggle less. I anticipate more comfortation	SP hat anxiety provo	nas more tim	this school year, e to practice dur should be very p	ing her school d	lay with the re	eturn to in perso	on
Programents: /01/2021 Stairs he seems to strearning, she will	have been somew	SP hat anxiety provo	nas more tim	e to practice dur	ing her school d	lay with the re	eturn to in perso	on
Programents: 2/01/2021 Stairs to stream to stream general stairs around the seems to streaming, she will standard:	have been somew liggle less. I anticip feel more comforta	SP hat anxiety provo	nas more tim	e to practice dur	ing her school d	lay with the re	eturn to in perso	on
Programents: 2/01/2021 Stairs she seems to strice arning, she will Standard: Annual Goal:	have been somew liggle less. I anticipated more comfortation	SP hat anxiety provo	nas more tim	e to practice dur	ing her school d	lay with the re	eturn to in perso	on
Progr Comments: 2/01/2021 Stairs she seems to stri learning, she will	have been somew liggle less. I anticipated more comfortation	SP hat anxiety provo	nas more tim	e to practice dur	ing her school d	lay with the re	eturn to in perso	on
Programents: 2/01/2021 Stairs she seems to strice arning, she will Standard: Annual Goal: Skill: WH question By 05/21/2021, running?, Where Receptive/Expressions are striced and stric	have been somew liggle less. I anticipated more comfortation	s and objects, nultiple modalitie ls from answering.", "what", and "v	will so (2 picture) again.	e to practice dur should be very p	ing her school d roud of the prog	lay with the regress she has	eturn to in personade! KDaniels	on 6, MPT
Programents: 2/01/2021 Stairs she seems to strice arning, she will Standard: Annual Goal: Skill: WH question with the programment of the progra	have been somewaggle less. I anticipated more comfortation communication when given pictures is the cat?) using resive Language Skil wering simple "who	s and objects, multiple modalities is from answering, "what", and "vita over 3 data data all be reported?	will will se (2 picture of g "who" and where questings	e to practice dur should be very p respond to simp choices, point to "what" questions ons about object	ing her school droud of the prog	lay with the regress she has	eturn to in perso made! KDaniels do scissors do?, etc) improving vith 63% accura iracy given visu	on 6, MPT
Programents: 2/01/2021 Stairs she seems to strice earning, she will Standard: Annual Goal: Skill: WH questions and the company of the compa	have been somewaggle less. I anticipated more comfortation communication when given pictures is the cat?) using resive Language Skill wering simple "who and/or teacher dates toward this go	s and objects, multiple modallite is from answering, "what", and "vita over 3 data data data data data data data da	will will se (2 picture of g "who" and where questings	e to practice dur should be very p respond to simp choices, point to "what" questions ons about object	ing her school droud of the prog	ns (ex. What coal response, early with 75% accurate	eturn to in perso made! KDaniels do scissors do?, etc) improving vith 63% accura iracy given visu	on 6, MPT
Programents: 2/01/2021 Stairs she seems to strice seems to strice arning, she will standard: Annual Goal: Given a strice and a standard: Skill: WH questions where Receptive/Expressions and cue to answeasured by SLF How will programme as a strice and a	have been somewuggle less. I anticipel more comfortation of the cate of the ca	s and objects, multiple modallite is from answering, "what", and "vita over 3 data data data dester	will will se (2 picture of g "who" and where questings	e to practice dur should be very p respond to simp choices, point to "what" questions ons about object	le "wh" question the, vert about objects a s and pictures v	ns (ex. What of the particular	do scissors do?, etc) improving ith 63% accura iracy given visu	Who is
Progre Comments: 2/01/2021 Stairs she seems to strice seems to strice arning, she will Standard: Annual Goal: Skill: WH question By 05/21/2021, running?, Where Receptive/Expresion is a cue to ansime as ured by SLF How will progress of Good Comments of Stude Progress of Good Comments of Good Comments of Stude Progress of Good Comments of Stude Progress of Stude Progress of Good Comments of Stude Pr	have been somewuggle less. I anticipel more comfortation of the cate of the ca	s and objects, multiple modallite is from answering, "what", and "vita over 3 data data data data data data data da	will will se (2 picture of g "who" and where questings	e to practice dur should be very p respond to simp choices, point to "what" questions ons about object	ing her school droud of the prog	ns (ex. What coal response, early with 75% accurate	eturn to in perso made! KDaniels do scissors do?, etc) improving vith 63% accura iracy given visu	on s, MPT

06/15/2020 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - new IEP was recently will be parents requested that she not be pulled for services during her wind will be worked in the whole group on responding to questions from stories, and participating in group activities verbally. Implication in group activities were worked in the whole group on responding to questions from the stories and lessons. However, especially lately, in the participated verbally or taking turns in games and activities. When prompted, will imitate a few words (ie. "no thank you to pass on her turn, or single word responses to questions during the group lesson.) With the participation in the prompted in the prompted in the whole group on responding to questions from two days there. We worked in the whole group on responding to questions from two days there. We worked in the whole group on responding to questions from two days there. We worked in the whole group on responding to participation on responding to questions from two days there. We worked in the whole group on responding to participation of the whole group on responding to participation of responding to the work of the participation of the work of the participation of the work of the participation of the work of the participation of the work of the participation of the participation of the part

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<u> </u>								
Standard:	Non CCSS Goals							
Annual Goal:	Communication							
Skill: Expressive	e Language							
phrases (ex. gir 2-word phrases	, when given descrip I running) improving to describe a picture SLP and/or teacher	Expressive Lange with 33% accur	juage from im acy to indepe), itating 2-word indently using 2	rill independently ohrases with 71° -word phrases t	y describe the % accuracy an o describe a p	picture using Id independen Icture with 75	2-word tly using % accuracy
How will pro X Copy of Other	ogress toward this go Goal Page		ritten in Repo	rt Card	☐ Wri	itten Progress	Report	
Report of Stud	dent Progress:Sem	ester						
Progress of G	ioals: 1	2	3	4	5	6	7	8
Date of Des	view: 06/15/2020	02/01/2021						
Date of Rev								
Prog	ress: SE	NI	ere has not b	een enouah tim	e to demonstrat	re significant n	rogress on he	r goals.
Prog Comments: 06/15/2020 - 02/01/2021 - S	ress: SE	cently written. Th	ere has not b	een enough tim	e to demonstrat	e significant p	rogress on he	r goals.
Prog Comments: 06/15/2020 - 02/01/2021 - Standard:	new IEP was red ee previous goal pro	cently written. Th	ere has not b	een enough tim	e to demonstrat	re significant p	rogress on he	r goals.
Prog Comments: 06/15/2020 - 02/01/2021 - Standard:	new IEP was recee previous goal pro Non CCSS Goals Communication	cently written. Th	ere has not b	een enough tim	e to demonstrat	e significant p	rogress on he	r goals.
Prog Comments: 06/15/2020 - 02/01/2021 - 50 Standard: Annual Goal: Skill: Intelligibility By 05/21/2021, from imitating 2	new IEP was recee previous goal pro Non CCSS Goals Communication	cently written. Th gress statement re of an item and 63% accuracy g	a pacing boa iven a pacing	rd \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	vill produce 2-sy eling to labeling	/llable words ir	mprovina intel	liaibility
Prog Comments: 06/15/2020 - 02/01/2021 - 50 Standard: Annual Goal: Skill: Intelligibilibilibilibilibilibilibilibilibil	new IEP was recee previous goal pro Non CCSS Goals Communication ity , when given a picture properties a pacing board or gress toward this go	re of an item and 63% accuracy g as measured by	a pacing boa iven a pacing	rd board and mod eacher data ove	vill produce 2-sy eling to labeling r 3 data days	/llable words ir	mproving intel 2-syllable wor	liaibility
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Prog Comments: 06/15/2020 - 02/01/2021 - 50 Standard: Annual Goal: Skill: Intelligibility By 05/21/2021, from imitating 2 75% accuracy g How will pro X Copy of the Copy of the Copy of Students Report of Students Progress of G Date of Rev	new IEP was recee previous goal pro Non CCSS Goals Communication ity , when given a picture properties words with given a pacing board ogress toward this goal goal Page dent Progress:Sem	re of an item and 63% accuracy g as measured by	a pacing boa iven a pacing SLP and/or te ritten in Repo	rd board and mod eacher data ove rt Card	vill produce 2-sy eling to labeling r 3 data days	'llable words in pictures with	mproving intel 2-syllable wor Report	ligibility ds with

Comments:

06/15/2020 - new IEP was recently written. There has not been enough time to demonstrate significant progress on her goals. 02/01/2021 - See previous goal progress statement



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Review Individualized Education Program (IEP) Invitation

PURPOSE: This invitation requests your attendance at a meet the opportunity to participate in any meeting regarding the ide appropriate public education for your child.	ing concerning the educational program/needs of your child. You have ntification, evaluation, educational placement, and the provision of a free
То:	Date Sent to Participants:
This meeting has been scheduled for: Date 05/22/2020 Location RIVERVIEW ELEMENTARY	Time 1:00 PM
If you have any questions or would like additional information Yeley at e-mail zoe, yeley@sno.wednet.edu.	or assistance to help you prepare for this IEP meeting, please contact Zoc
This is to notify you that a/an IEP meeting has been scheduled important. This Review meeting must be scheduled at a mutua all that apply):	for this student. Your participation and attendance at this meeting are very ally agreed upon time and place. The purpose of this meeting is to (check
Develop an Initial IEP	X Review Current IEP
Discuss Transition Services	Discuss Graduation
Discuss Annual Goal Progress	Review Instructional Needs
Consider Termination of Services	Determine Placement
Develop ESY	Discuss Attendance Issues
Manifestation Determination	Behavioral Intervention Plan
Other:	

The following are invited to attend and participate in the Review meeting:

Parent
Parent/Guardian
Zoe Yeley , Special Education Teacher
Kourtney Smith , General Education Teacher
Student
Anjeannette Hammer , District Representative
Wendy Stegall , District Representative
Jacilyn Houle , Other
Alaina Caffrey , Other
Alisa Wareham , Other
Erin Matthews, MS, OTR/L , Occupational Therapist
Kelly Daniels , Physical Therapist
Heather Sharp , SLP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



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Contact Attempt Report

Notification Area: Plan

Meeting Date:

05/22/2020

Time:

1:00 PM

Location:

RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response
Letter	05/18/2020	05/18/2020	Can Attend
	97-1		·
Method	Contact Date	Response Date	Response



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Individualized Education Program (IEP) Cover Page (Review)		
Student's Name: Grade:01 Age*: Parent/Guardian/Adult Student: Parent interpreter needed?YesNo	Primary language at home: English	
Attending School: RIVERVIEW ELEMENTARY	Is this student's neighborhood school? X Yes No	
Most Recent Evaluation Date 05/18/2020 Next re-evaluation must occur before 05/18/2023	IEP Start Date 05/22/2020 Next IEP Start Date must occur on or before 05/22/2021	
IEP Meeting Date 05/22/2020 Next IEP Meeting must occur before 05/22/2021	Date parent notified of meeting Date student notified of meeting (if transition will be discussed)	
Primary Staff Contact: Zoe Yeley. Resource Support Special Phone Number:	list	
Signatures are used to document participation in the meeting and do not constitute agreement or disagreement. Excused Title Participant Name Signature Parent Parent/Guardian		
Special Education Teacher . Zoe Yeley General Education Teacher . Kourtney Smith		
Other . Jacilyn Houle Other . Alaina Caffrey		
Physical Therapist . Kelly Daniels		
SLP , Heather Sharp		



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	Individualized Education Program (IEP) Cover Page (Review)
* The student must b	e informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to
nim/ner at age 18 and	be provided with an explanation of those procedural safeguards.
Date informed:	Projected Graduation/Exit Date:
Comments: [
If the parent did not att	end, what method was used to ensure their participation:



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Team Considerations

Meeting Date: 05/22/2020

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child. is a sweet, happy, compassionate child who connects well with other students and adults.
- The results of the student's performance on any general state or district-wide assessments. will be assessed using the Brigance Comprehensive Inventory of Skills II. She will not participate in the SBA until grade 3.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - receives communication services in the areas of receptive and expressive language, and articulation. See present levels and goals for more information.
- The student's assistive technology devices and services needs.

 has access to school laptops which have audiobooks and text-to-speech.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
 - behavior does not impede the learning of others. However, lack of attention and focus on the learning being presented does impede her learning. She has access to a para educator throughout her day to assist with focusing on learning, assisting with personal needs and maintaining safety throughout the building and at recess
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
 - is not an English language learner.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
 - wears glasses daily, during all activities. She has bifocals, which may be impeding her depth perception while doing large motor tasks (curbs, stairs) and when she's sitting on a high stool or swing where her feet don't touch the floor.



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: __05/22/2020

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report
Report from Kourtney Smith, general education teacher: A. Observations: is a sweet, happy, compassionate child who connects well with other students and adults. She has a lovely personality and likes to play tricks to be funny. Once she has your trust, she is willing to try activities outside of her comfort zone (with lots of support and encouragement).
B. Strengths: is cheerful, wants to be independent, and loves listening to stories.
C. Challenges: Struggles with organizing materials, fine motor activities, going from one place to another independently, walking usuals, wandering out of the classroom if she does not have an adult next to her, and academics.
>> Adverse Impact Summary
Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to

environmental stimuli, that results in limited alertness with respect to the educational environment, that: (i) Is due to chronic or acute health problems such as (but not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a student's educational performance.

qualifies for specially designed instruction in communication, physical therapy, occupational therapy, social emotional/behavior, adaptive, adaptive: functional math, adaptive: functional reading, and adaptive: functional written language.

Social Emotional/Behavior

(From Last Locked Evaluation 05/18/2020) SEL Composite

The SSIS SEL Composite is a measure of overall social-emotional functioning. Ms. Houle's ratings fall within the Average range SS= 93), Ms. fell within the Average range (SS= 87).

SUMMARY AND CONCLUSIONS

is rated strongly by both parent and teacher, her overall core skills are rated as Average. snows kindness to others and shown them concern, she is able to engage with peers and adults, she pays attention to instructions, follows directions and is well behaved when unsupervised. It is to forgive and comfort others when needed. She responds well when others start a conversation or activity. She often say's "please" and "thank you."

Adverse	Educational	Impact	Statement	t:
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Although her overall scores are showing great improvement for she does have some gaps in her social skills as noted by parent and teacher report as well as evidenced in the SSIS-SEL questions. By the nature of her



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Present Levels of Educational Performance and Measurable Annual Goals	
Meeting Date:05/22/2020	
requires explicit instructions to continue to improve her social emotional skills. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations. In the second requires specially designed instruction in social skills development in order to improve her ability to interact with peers.	s
Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather that adults. She is able to respond to peer invites and often enjoys active games. It is inconsistent in her ability use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/operferred activities in the school setting rather than sharing and inviting friends to play.	y to
Specific concerns noted by both raters that may need additional instruction are: * Does not ask for help from adults * Seldom follows rules when playing with others * Seldom completes a task without bothering others * Never or seldom starts a conversation with peers * Seldom makes eye contact when talking * Seldom takes responsibility for her own actions * Stands up for himself is treated unfairly	
Some of the areas noted as strength by both raters are: * Seldom withdraws from others * Tries to comfort others * Respects the property of others * Shows kindness when others are upset	
CURRENT DATA: (taken from progress report notes and data prior to March 13, 2020 before the school closure) is able to interact with peers in all aspects of the school setting. She will participate in unstructured play inside a outside of the classroom. However, she feels more comfortable interacting with adults and will often choose play with them over play with peers. When has a ball or toy that she enjoys playing with, she hesitates to invite peers to judge, worrying that they may take the ball or toy. It is able to have basic conversations with people, saying hi to the in the hall or answering how she is doing or yes or no questions, but struggles to look at them while they are talking, either looking down or shying away, and does not ask any questions of her own.	th join em
requires EA assistance throughout her day for adaptive, safety and personal needs.	
BASELINE DATA FOR GOAL:	
is currently inviting adults to join activity rather than peers . is currently looking down at the ground or shying away when given an adult or peer interaction	
ADVERSE EDUCATIONAL IMPACT: Although her overall scores are showing great improvement for skills as noted by parent and teacher report as well as evidenced in the SSIS-SEL questions. By the nature of her disability, requires explicit instructions to continue to improve her social emotional skills. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations. The second requires specially designed instruction in social skills development in order to improve her ability to interact with peers.	

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 05/21/2021, when given a preferred activity involving a ball/game/toy/etc will invite them to a reciprocal play activity improving social interactions skills from inviting adults to join activity rather than peers to inviting a peer to join in the



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Present Levels of Educational Performance and Measurable Annual Goals		
Meeting Date:05/22/2020		
activity in 4/5 opportunities over a week-long data collection period as measured by teacher-collected data/observation		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other		
Report of Student Progress:Semester		
Standard: Non CCSS Goals		
Annual Goal: Social Emotional/Behavior Skill: Looking at Speaker		
By 05/21/2021, when given an adult or peer interaction will look at the person speaking to show she is listening improving social skills from looking down at the ground or snying away to looking at the person speaking in 4/5 opportunities across 5 days of data collection as measured by teacher-collected data/observation		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other		
Report of Student Progress:Semester		
Adaptive		
(From Last Locked Evaluation 05/18/2020) is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains.		
Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.		
In the Conceptual domain:(Communication, Functional Academics and Self-Direction)		
Strengths: Says the names of parents and friends Shakes her head "Yes or No" in response to a simple question Reads her own name when printed Controls feelings when not getting her way Keeps working on hard tasks without becoming discouraged		
Areas for Growth: Completing work in a timely manner Starts a conversation on topics of interest to others Prints her first and last name States the days of the week in order Locates important dates on a calendar Asking for help when needed Answers simple questions about a story being read to her		
In the Social domain: (Leisure and Social Skills)		
Strengths:		



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: __05/22/2020__

Has a good relationship with teachers and other adults Has one or more friends Is well liked by others her age Looks at picture books during free time

Areas for Growth:

Waits for her turn in games and activities

Seeks friendships and keeps a stable group of same-aged friends

In the Practical Domain: (Community Use, School Living, Health and Safety, and Self-Care).

Strengths:

Places dirty items from meals in the proper place

Shows respect for others' property

Follows safety rules at school

Shows caution around hot or dangerous items

Uses the restroom without help

Washes hands as needed

Helps keep the classroom clean

Areas for Growth:

Finding her way around the school by herself to the restrooms

Takes the time to do schoolwork well

Putting shoes on the correct feet

Buttons and fastens her clothing

CURRENT DATA: (taken from progress report notes and data prior to March 13, 2020 before the school closure) is able to follow along with the class and participate in whole class activities, with some adult assistance. She struggles to stay focused on an activity for long and will sometimes say she is tired, or wants to go home, when working on more challenging academic tasks. She is able to go to the restroom on her own and is able to locate the one nearest her classroom. However, when in different parts of the school, she needs help locating restrooms and other necessary locations.

requires EA assistance throughout her day for adaptive, safety and personal needs.

BASELINE DATA FOR GOAL:

is currently walking at her own pace and not in line with the class

is able to maintain focus for 5 of 20 minutes without prompts

ADVERSE EDUCATIONAL IMPACT:

is demonstrating deficits in her adaptive skills that require direct adult assistance and/or explicit instruction.

She requires individualized instruction in Adaptive skills in order to more fully participate in the learning expectations.

requires specially designed instruction in Adaptive Skills to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive Skill: Walking in a Line

By 05/21/2021, when given an opportunity to transition to different locations at school will be able to walk in line with the class improving ability to follow routine and instructions from walking at her own pace and not in line with the class to walking in line with the class with less than two prompts in 4/5 opportunities across 5 school days as measured by teacher-collected data/observation



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Present Levels of Educational Performance and Measurable Annual Goals		
Meeting Date:05/22/2020_		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Written Progress Report		
Report of Student Progress:Semester		
Standard: Non CCSS Goals		
Annual Goal: Adaptive Skill: Stamina and Attention		
By 05/21/2021, when given small group activities, lessons, or work will maintain focus on the task improving stamina and attention skills from maintaining focus for 5 of 20 minutes without prompts to maintaining focus for 15 of 20 minutes with less than two prompts as measured by teacher-collected data/observation		
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other		
Report of Student Progress:Semester		
Adaptive: functional reading		
(From Last Locked Evaluation 5/18/2020) Based on teacher report: is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and identifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a (bus, flower, puppy). I like to (swing, swim).		
CURRENT DATA: (taken from progress report notes and data prior to March 13, 2020 before the school closure)		
is able to consistently identify between 6 and 9 letters, but they are often a different 6-9 letters each time. Over five trials, she was able to identify the following letters: A (3/5), B (3/5), C (4/5), D (1/5), E (1/5), I (1/5), M (2/5), O (5/5), P (1/5), Q (4/5), S (2/5), T (1/5), V (1/5), W (2/5), Y (1/5), Z (3/5).		
requires access to a para educator for her entire day for cognitive, social emotional/behavior and adaptive needs.		
BASELINE DATA FOR GOAL:		
is able to recognize pictures with at least 90% accuracy. is currently able to read 2 sight words		
ADVERSE EDUCATIONAL IMPACT: Per Common Core State Standards; first grade students are able to ask and answer questions about key details in a text (CCSS: RL.1.1). They are able to describe the connection between two individuals, events, ideas or pieces of information in a text (CCSS: RI.1.3). They are able to demonstrate understanding of spoken words, syllables and sounds (phonemes) (CCSS: RF.1.2). Struggles with reading and comprehending text and reading efficiently and fluently. Due to these deficits, she requires specially designed instruction in adaptive: functional reading.		

Standard:



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Present Levels of Educational Performance and Measurable Annual Goals
Meeting Date:05/22/2020
Non CCSS Goals
Annual Goal: Adaptive: functional reading Skill: Sentence Reading
By 05/21/2021, when given a sentence with picture prompts and sight words will be able to recognize the pictures and sight words in order to read the sentence improving early reading skills from recognizing pictures with at least 90% accuracy to recognizing pictures and sight words to read a sentence with at least 90% accuracy in 2/3 opportunities as measured by teacher-collected data/observation
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress:Semester
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional reading Skill: Sight Words
By 05/21/2021, when given a list of 10 priority words (mom, dad, I, me, see, stop, exit, girls, boys) will read sight words improving reading skills from knowing 2 sight words to being able to read 10 priority sight words (mom, dad, I, me, see, stop, exit, girls, boys) with 80% accuracy over 3 data collection days as measured by charting, teacher collected data
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress:Semester
Adaptive: functional math
(From Last Locked Evaluation 5/18/2020)
Math: is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects (with help).
CURRENT DATA: (taken from progress report notes and data prior to March 13, 2020 before the school closure)
Draw shapes - is able to trace shapes, but unable to draw them independently. She is able to identify a circle and a square. Count and tell to 10 - is able to count to 3, but then just repeats "1, 2, 3" if there are more than three objects.
requires access to a para educator for her entire day for cognitive, social emotional/behavior and adaptive needs.
BASELINE DATA FOR GOAL: is able to count to three (1,2,3). is able to identify 0/4 coins.



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/22/2020 ADVERSE EDUCATIONAL IMPACT: Per Common Core State Standards; first grade students are able to use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions (CCSS: 1.OA.A.1) They are able to count to 120, starting at any number less than 120, and in this range, read and write numerals and represent a number of objects with a written numeral (CCSS: 1.NBT.A.1) is unable to count past 3. She requires specially designed instruction in adaptive: functional math to support her calculation and problem solving skills. Non CCSS Goals Standard: Annual Goal: Adaptive: functional math Skill: Number Recognition By 05/21/2021, when given the numbers 0-9 will be able to recognize and name each number in and out of order improving early math skills from counting 1,2,3 to recognizing and counting 0-9 in 2/3 opportunities as measured by teacher-collected data/observation How will progress toward this goal be reported? Written Progress Report X Copy of Goal Page Written in Report Card Other Report of Student Progress:Semester Non CCSS Goals Standard: Annual Goal: Adaptive: functional math Skill: Coins By 05/21/2021, when given coins--penny, nickel, dime, quarter will identify and count their values improving math computation skills from identifying 0 coins to identifying coins and counting like coins to \$1.00 with 90% accuracy over 3 data collection days as measured by daily work and/or charting How will progress toward this goal be reported? X Copy of Goal Page Written Progress Report Written in Report Card Other Report of Student Progress:Semester Adaptive: functional written language (From Last Locked Evaluation 5/18/2020) <u>Writing:</u> draws pictures, we would scribe the sentences with a highlighter, then she traces the sentences. She writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts). CURRENT DATA: (taken from progress report notes and data prior to March 13, 2020 before the school closure)

is able to fill in sentence frames using pictures of familiar objects or people.



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/22/2020
requires access to a para educator for her entire day for cognitive, social emotional/behavior and adaptive needs.
BASELINE DATA FOR GOAL: is able to generate a sentence from a picture using a sentence frame.
ADVERSE EDUCATIONAL IMPACT: Per Common Core State Standards; first grade students are able to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure (CCSS: W.1.1). They are able to participate in shared research and writing projects (CCSS: W.1.7). struggles with the basic structure of writing and being able to organize and convey her thoughts. Therefore, she requires specially designed instruction in adaptive: functional written language.
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional written language Skill: Sentence Generating
By 05/21/2021, when given a picture of something happening will be able to tell what is happening in the picture improving early writing skills from generating a sentence from a picture using a sentence frame in 4/5 opportunities to generating a sentence from a picture only in 2/3 opportunities as measured by teacher-collected data/observation
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress:Semester
Communication
(From Last Locked Evaluation 05/18/2020) PREVIOUS EVALUATION RESULTS (May 2017)
was evaluated using the Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills. On the Auditory Comprehension subtest of the PLS-5, and raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, and language skills are expected to be delayed. These standardized assessment results give us a baseline reading or ner skills. Strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs.
language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a). Though these phrases contain two words, it is likely that has learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers.
Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. Speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign

cognate.



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/22/2020
CURRENT DATA (taken from progress report notes and therapy data prior to March 13, 2020 before the school closure)
IEP goals over the last year are focused on verbally responding to questions about the function, shape, and color of common items, and producing intelligible phrases (describing pictures using 3-4 word present progressive phrases [girl is walking, horse eating grass], and following models to accurately produce sounds/syllables).
Current progress:
Responding to questions about common items: Given a choice of 2 options, identifies an object given the function (ie. what do we use to color?) with 58% accuracy, and 45% with a choice of 3. In matches the object with the function, but has a hard time understanding the question when it is presented without visual choices. In frequently responds with a repetition of the last word of the question (ex. If asked "what do we do with scissors?", are responds with "scissors"). When presented with a "wh" question about a picture, answers basic "who, what "questions with 63% accuracy.
Using intelligible phrases: less uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, describes a picture using a 2-word phrases (person verbing) with 33% accuracy. We have been working on pacing words. I syllable at a time. With a pacing board, less repeats 2-syllable words with 63% accuracy.
responds to yes/no questions well, and communicates her basic needs and wants through previously learned words and phrases. The responds to questions and comments on topic, but not always accurately (ie. "I like your hair bow, and is often responded to with "Mom" or the latter of t
Functional goals would be on understanding basic "wh" questions and responding appropriately, and continuing to practice using intelligible words and phrases.
BASELINE DATA FOR GOALS
answers "who" and "what" questions about objects and pictures with 63% accuracy given a visual cue.
- imitates 2-word phrases with 71% accuracy and independently uses 2-word phrases to describe a picture with 33% accuracy
- Given a pacing board and modeling, imitates 2-syllable words with 63% accuracy
ADVERSE ACADEMIC IMPACT
Same aged peers use full sentences to clearly communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the classroom and social settings. Communication delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for SLP services to address these skills.

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: WH questions



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Present Levels	<u>of Educational Performance and Meas</u>	surable Annual Goals
Meeting Date: <u>05/22/2020</u>		
with 63% accuracy given a visual cue t	t?) using multiple modalities (2 picture ch anguage Skills from answering "who" an	mple "wh" questions (ex. What do scissors noices, point to the, verbal response, d "what" questions about objects and pictures where" questions about objects and pictures over 3 data days
How will progress toward this goal be report of Student Progress:Semester	Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Annual Goal: Communication Skill: Expressive Language		
independently using 2-word phrases to	pictures (e.g., Verb Cards), ving Expressive Language from imitating describe a picture with 33% accuracy to as measured by SLP and/or teacher data	will independently describe the picture using 2-word phrases with 71% accuracy and independently using 2-word phrases to over 3 data days
How will progress toward this goal be report Other Report of Student Progress:Semester	Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Annual Goal: Communication Skill: Intelligibility		
By 05/21/2021, when given a picture of intelligibility from imitating 2-syllable words with 75% accuracy given.	f an item and a pacing board interpretation of a pacing bords with 63% accuracy given a pacing by such as measured by SLP	will produce 2-syllable words improving oard and modeling to labeling pictures with and/or teacher data over 3 data days
How will progress toward this goal be repo	orted? Written in Report Card	Written Progress Report
Report of Student Progress:Semester		
Fine Motor		
process. has a diagnosis of down years to address fine motor delays.	iss at Riverview. She is being re-evaluate syndrome. She has been seen for occumulated using a file review report is felt to be an accurate representation.	pational therapy services for the past 3 v of past therapy notes, observations, and



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/22/2020 Significant Findings: Functional observations: has attended therapy sessions 1:1 in the therapy room weekly for 20 minutes each time. In OT sessions, been working on goals related to writing skills, cutting, and drawing. In class, parequires the assistance of a para-educator to initiate classwork, and complete it fully. The has been working flard on learning how to trace her letters and write her name. She has made progress in her ability to understand the concept of tracing within the past 2 years! She is able to trace writing activities in class. She has mastered the ability to trace her name. Currently, she is working on being able to write her name independently. She is demonstrating the understanding of how to form the letters of her name, but needs to continue to practice to master the vertical and horizontal lines, and draw circles. At times, during therapy sessions, pegins to get silly when she becomes disinterested in an activity. This has been noticed towards the end of most 20-minute therapy sessions. begins to get silly when she has made a lot of progress with cutting straight lines independently. She has met her goal of straight-lined cutting, along with turning the paper with her helper hand consistently. She has demonstrated the ability to cut along straight lines fairly accurately (within 1/4" of the line consistently), but has more difficulty with staying on the line along curves. She often requires hand over hand assistance to maintain accurate cutting on curved shapes. When drawing independently, draws a person without a torso, but includes the legs, feet, eyes, nose, mouth, and hair. When she is given verbal cues and a visual, she is able to draw a picture of a person with all of the details, meeting her goal. She will continue to practice drawing skills to become more independent. is often asked to complete activities that challenge her in various ways. For example, During therapy sessions, will sit on the bolster swing and complete an activity of grasping and pushing (Mr. Potato Head, for example), while O swings it back and forth causing to use her trunk to support herself. She will write on the board while standing on a "BOSU" ball to challenge her balance. Or, will stand at the table to push stamps into playdough to work on pincer grasp strength. The gets uneasy at times when her balance is challenged, but with encouragement, she always tries. to use her trunk to support herself. She will write on the board while standing on a teacher states she doe<u>s str</u>uggle with fine motor tasks within the classroom, and continues to work on tracing letters and writing her name. continues to work on self-help skills such as donning her jacket independently. She is able to do so consistently, but is unable to engage the zipper. She needs assistance from a para-educator to complete these tasks within the classroom. Her teacher has been able to implement a variety of strategies that work for level such as highlighting words for her to trace or lines for her to cut, allowing to draw pictures instead of write, and using preferential seating. Baseline Data for IEP Goals: 1. Occupational Therapy: Writing- writing 1/3 recognizable letters of name Occupational Therapy: Drawing- drawing a recognizable picture with 10 or more details with physical adult Occupational Therapy: Cutting-cutting curved lined shapes within 1/2" of the line 4. Occupational Therapy: Fasteners- engaging zipper on coat with physical adult assistance Conclusions: Summary and Recommendation:

continues to need assistance with most tasks while at school. She continues to need significant support in the area of the motor. It is recommended that continue to receive occupational therapy services to address her fine motor delays. As skills change in the area of fine motor before the next evaluation, the level of OT services required to support her ability to access and benefit from her educational program may need to be adjusted.

Adverse Impact Statement:

Same aged peers have the fine motor skills required in order to write simple sentences, draw detailed pictures, independently cut accurately consistently, and zip their coat independently. If the motor delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for OT services to address these skills.

~Erin Matthews, MS, OTR/L, May 2020

Standard: Non CCSS Goals



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Meeting Date:05/22/2020	
Annual Goal: Occupational Therapy Skill: Writing	
By 05/21/2021, when given a model and prompting will write name writing 1/3 recognizable letters of name to writing 3/3 recognizable letters of nadata over 4 data collection days	e improving independence in writing skills from ame as measured by work samples and OT
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress:Semester	Written Progress Report
Standard: Non CCSS Goals	
Annual Goal: Occupational Therapy Skill: Drawing	
By 05/21/2021, when given verbal cues will draw independently im recognizable picture with 10 or more details with physical adult assistance to details without physical adult assistance as measured by work samples and O	nproving fine motor precision from drawing a lrawing a recognizable picture with 10 or more T data over 4 data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress:Semester	Written Progress Report
Standard: Non CCSS Goals	
Annual Goal: Occupational Therapy Skill: Cutting	
By 05/21/2021, when given scissors and cutting task will independ coordination from cutting curved lined shapes within 172" of the line to cutting c measured by OT data and work samples over 4 data collection days	lently turn paper improving bilateral curved lined shapes within 1/4" of the line as
How will progress toward this goal be reported? X Copy of Goal Page Other Report of Student Progress:Semester	Written Progress Report
Standard: Non CCSS Goals	
Annual Goal: Occupational Therapy Skill: Fasteners	
By 05/21/2021, when given an opportunity and a model will don co from engaging zipper on coat with physical adult assistance to engaging zipper	pat and engage zipper improving independence r on coat without physical adult assistance as

Present Levels of Educational Performance and Measurable Annual Goals



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Present Levels of Educational Performance and Measurable Annual Goals
Meeting Date:05/22/2020
measured by therapist and teacher data over 4 data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress:Semester
Gross Motor
is a very friendly first grader at River view Elementary that is being evaluated in gross motor as part of her comprehensive 3 year evaluation. She has been receiving 30 minutes of gross motor services each week. She was re-evaluated at her school using a combination of standardized testing and skilled observation.
Significant Findings (From Evaluation Completed in March 2020):
Observation: It is always happy to participate. She is independent with walking but does walk with a wide base of support and uses increased trunk rotation to advance her legs as opposed to hip flexion/extension. She runs with a similar pattern. She can step up onto a 6 inch step independently but does require one hand assist to descend the step, likely due to her difficulties with depth perception. It can now step over objects and curbs without assistance. She attempts to hop and jump but has difficulty with two foot take off and landing. Can jump on the trampoline. She very much enjoys the swing and is able to propel with cues to push and pull with ner arms.
Standardized Tests: completed both the Timed Floor to Stand Test (TFTS) and the Pediatric Balance Scale (PBS). The TFTS looks at the child's ability to stand from the floor walk 3 m and return to their sitting position. This replicates the classroom transitions from circle time or stations that are required in first grade. The average time to complete this task for same-aged peers was 8.45 seconds. It took at 18.73 seconds. Was slowest on the transitions to and from sitting on the floor while her walking speed was only slightly slower than average. She also completed the PBS that is a 14 item test looking at functional balance in children. Out of a possible score of 56 points accorded 46. The tasks that were most difficult for the were those requiring a more narrow base of support such as standing on one foot, standing one foot in front of the other, and tapping her toes on a step. It did well with all the other tasks.
Amanda Ng, DPT Physical Therapist May 2020
During the re-evaluation meeting over zoom video call, performance in PE came up.
Her para, Mrs. Houle, reports the following: Here are a few bench marks from PE/recess that has shown:
-Jumping with two feet over a rope -Running long distances (Pacers and during the "Cars" game) Hula hoops -Throws the balls during the game. She can also understand the concept of most games i.e. tagging someone will get them out, she knows to sit down when she is taggedFour square- She has gotten really good and bouncing and catching the ball.
-Also at recess, she is great at climbing. She loves to climb the rock roll, she just cant get down(which results in me

STAIRS

lifting her down).

-Tetherball is also a good one for her. She had hit the ball, but has a hard time knowing when to hit it. Its her depth perception when trying to see the ball swinging around.



Meeting Date:

05/22/2020

Snohomish School District

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Present Levels of Educational Performance and Measurable Annual Goals

Both modern They further redescend. The	om, and and her para, Mrs. Houle reported that is struggling with using stairs at home and at school. eport that is placing both feet on each step (step to gait) and holding onto the rail to both ascend and y also report that appears quite hesitant on steps.
tired than other therapist also preschooler often fatigued some breaks in but after a 30 felt that stamma at schare working ha	expressed concerns over stamina and endurance. She reports that at times has fallen car on the way home from school. Most days is comes home and gets a snack and wants to go to bed en remains for the rest of the night. Para, wrs. Houle, reports that has days when she is more ers and needs to stop and rest, but she reels endurance has improved since last school year. On shared that at school, endurance has improved significantly in the past three years. As a confirm needed a rest when walking from the preschool room to the therapy room. In kindergarten, our ing PE and would opt to sit down for the rest of the class. Mrs. Houle reports that it is still takes in PE, but her time resting has shortened significantly. During therapy, had moments of being tired, second rest break and verbal encouragement, would stand up and try again. The team, including we did not need to add this in as an area of goal rocus, but we will keep an eye on her energy levels and nool. Shared with that it is common for children with this diagnosis to be fatigued after school as they are to overcome boar their low tone and hypermobile joints in addition to mental fatigue from the depth use in addition to learning. Also shared that it's not uncommon for 1st graders to still be tired after school.
Data Review A review of the inches and she	erapy notes from February - March 2020 indicate that is unable to jump down from a height of 18 e is throwing a ball for a distance of 8 feet.
1. Physical Th without being I trials. (Kelly Da 2. Physical Th Added Goal (K 3. Getting up f	erapy-Ball Śkills: the can throw an 8 inch ball 15 feet 0/5 attempts. Kelly Daniels, MP17

ADVERSE IMPACT STATEMENT

trials to 5/5 mals. (Kelly Daniels, MPT)

Where as most student's large lage have the gross motor skills to get up from the floor in a timely manner, climb down from playground equipment, throw a ball 8 feet, and ascend and descend steps using a reciprocal gait (one foot to each step), and cannot. It gross motor delays adversely impact her ability to fully access her educational environment, and she is therefore eligible for skilled PT services as a related services to address her activity limitations and participation restrictions.

will be able to ascend and descend stairs using a reciprocal gait (okay to hold the rail) going from 0/5

Kelly Daniels, MPT
Physical Therapist
Email: kelly.daniels@sno.wednet.edy

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Ball Skills

By 05/21/2021, when given a 6-8 inch ball will throw the ball 15 feet improving her strength and coordination to allow her to participate in ball games in PE from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days

How will progress toward this goal be reported?



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Present Levels (of Educational Performance and Meas	surable Annual Goals
Meeting Date: <u>05/22/2020</u>		
X Copy of Goal Page Other	Written in Report Card	Written Progress Report
Report of Student Progress:Semester	•	
Standard: Non CCSS Goals		
Annual Goal: Physical Therapy Skill: Climb Down From Playground Eq	uipment	
By 05/21/2021, when given the opportu with minimal support (0-25%) for safety from 0/3 trials to 3/3 trials as measured	unity will climb down from play and to neip guide her down improving d by therapist and para educator data over the state of the state	ayground equipment without being lifted but her ability to access playground equipment ver 3 data days
How will progress toward this goal be repo	orted? Written in Report Card	Written Progress Report
Report of Student Progress:Semester		
Goals for Related Services		
Standard: Non CCSS Goals		
Related Service Goal: Physical Therapy Skill: Classroom Transitions		
By 05/21/2021, when given the opportu- sitting position (mimicking classroom tra to 3/3 trials as measured by teacher, p		n sitting, walk three meters and return to her g her ability to transition in class from 0/3 trials ia taking days
How will progress toward this goal be repo	Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Related Service Goal: Physical Therapy Skill: Stairs		
By 05/21/2021, when given the opportu the rail) improving her ability to navigat over three data collection days	will ascend and descent te school from 0/5 trials to 5/5 trials as i	nd stairs using a reciprocal gait (okay to hold measured by therapist, para and teacher data
How will progress toward this goal be repo	rted? Written in Report Card	Written Progress Report
Control of the contro		



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P:	resent Levels of Educational	Performance and	Measurable.	Annual	Goals

Meeting Date: 05/22/2020
Other
Report of Student Progress:Semester



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Program Accommodations/ Modifications and Support for School Personnel

Meeting	Date:	05/22/2020

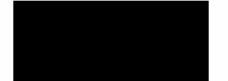
PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general edu	cation, special educati	on, other school services	and activities including
non-academic activities and extracurricular activities, a	and education related s	ettings	

with no accommodations/modifications

X with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
Enlarged print	daily	classroom	05/22/2020 to 05/21/2021
PRESENTATION: Clear and specific directions/simplify directions	Daily for teacher-directed tasks/assignme nts	Special Ed & General Ed	05/22/2020 to 05/21/2021
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activitie s (e.g. cut, color, glue)	Special Ed & General Ed	05/22/2020 to 05/21/2021
PRESENTATION: Provide desktop list of tasks or schedule board	As determined by special ed teacher	General Education	05/22/2020 to 05/21/2021
RESPONSE: Reduce number of items within assignment	as determined by SPED staff	classroom setting	05/22/2020 to 05/21/2021
RESPONSE: Utilize alternative modes of response for assignments/tests	as determined by SPED staff	classroom setting	05/22/2020 to 05/21/2021
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/22/2020 to 05/21/2021
SETTING: Preferential seating (specify per student needs)	As determined by special ed teacher to allow for direct sight-line to teacher/present ation	Special Ed & General Ed	05/22/2020 to 05/21/2021



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Program Accommodations/ Modifications and Support for School Personnel

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
SETTING: Provide individualized/small group instruction	daily as determined by special ed teacher for new academic content, IEP goal instruction	General Ed & Special Ed	05/22/2020 to 05/21/2021
STAR TESTING: Extended time	district testing	classroom or separate setting	05/22/2020 to 05/21/2021
STAR TESTING: Items read aloud	district testing	classroom or separate setting	05/22/2020 to 05/21/2021
Visual support for transition times (picture cards)	as determined by SPED staff	school setting	05/22/2020 to 05/21/2021
Voice enhancement	daily	classroom setting	05/22/2020 to 05/21/2021
Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
	1		
upports for School Personnel (training, professional developme	nt, etc):		
Support(s)	Frequency	Location	Duration m/d/y to m/d/y



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State or Districtwide Assessments of Student Achievement

Meeting	Date:	05/22/2020
Meeting	Date:	03/22/2020

PURPOSE: The IEP team makes the determination of what type of state and district wide assessments (regular or alternative) the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

Assessment	Accomm	nodations	If YES, List Accommodation(s) by Assessment
	Yes	No	
	Cur	rent Grade	Tests
Brigance			
Brigance			
English Language Arts		X	
Mathematics		Х	
ESGI			
ESGI			
Math		X	
Reading		X	
	Ne	ext Grade T	ests
Brigance	THE ROLL OF THE PARTY OF THE PA		
English Language Arts		Х	
Mathematics		Х	
STAR			
Math	X		STAR TESTING: Extended time, STAR TESTING: Items read alo



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Special Education and Related Services

Meeting Date: 05/22/2020

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/22/2020 - 05/21/2021

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
81,100		A III		Related			
No	Physical Therapy	PT	PT	20 Minutes / 1 Times Weekly	General Education	05/22/2020	05/21/2021
No	Occupational Therapy	ОТ	ОТ	20 Minutes / 2 Times Weekly	Special Education	05/22/2020	05/21/2021
			Spec	ial Education			
No	Adaptive: functional reading	Special Ed Teacher	Special Ed Teacher	20 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional written language	Special Ed Teacher	Special Ed Teacher	10 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional math	Paraeducator	Special Ed Teacher	20 Minutes / 4 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive: functional math	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Adaptive: functional reading	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Adaptive: functional written language	Paraeducator	Special Ed Teacher	15 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Communicati on	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/22/2020	05/21/2021
No	Adaptive	Paraeducator	Special Ed Teacher	20 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021
No	Social Emotional/Be havior	Paraeducator	Special Ed Teacher	20 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021

Total minutes per week student spends in school:

Total minutes per week student is served in a special education setting:

Percent of time in general education setting:

1780 minutes per week

280 minutes per week

84.27% in General Education Setting

Supplementary Aids and Services:

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	EA assistance	Paraeducator	Special Ed Teacher	365 Minutes / 5 Times Weekly	General Education	05/22/2020	05/21/2021



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Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/22/2020 - 05/21/2021

Placement Options for LRE	SELE	CTION	ORREASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	X			
40%-79% in Regular Class					
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents				-	
Homebound/Hospital		<u> </u>			

orrectional Facility			l	<u> </u>
rivate/Home School Placement by larents				
Iomebound/Hospital				
An explanation of the extent, if any, to which classroom, and in nonacademic and extracura will be participating in a general education and adaptive functional academics (reading entire day for cognitive, social emotional)	ricular activities: cation classroom with he g, math, and written lang	r peers She will be r		lesigned instruction
Transportation: Regular General PE: X Yes	X Special No			
Parent Notification Procedures: The district has a procedure for notifying s attached to this IEP.	parents regarding the us	se of restraint or isola	tion. A copy of the o	district's procedure
Other Considerations: Extended School Year: Yes	X No If Yes, must o	complete ESY form.		
ecial Education and Related Services	a V.s. V .			Page 26



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Special Education and Related Services

Emergency Response Protocol: Yes X No



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Prior Written Notice	
To:	Date: 05/18/2020
PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education ser required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identificational placement, or provision of a free appropriate public education to your child. This notice should be gimakes a decision and before action is taken on the decision. The notice should be given to you in a reasonable are district takes action.	cation, evaluation,
The purpose of this prior written notice is to inform you that we are:	
1. proposing refusing to 2. initiate change continue discontinue (mark one of the above)	ue a/an
Mark all items below that apply:	
3. Referral Initial Evaluation Educational Placement IEP Disciplinary action that is a change of placement placement ISO4 Plan	Eligibility Category Reevaluation Other:
Description of the proposed or refused action: We propose to continue and update IEP.	
The reason we are proposing or refusing to take action is: IEP is due for review and re-evaluation. Parents have opted for completing a Record Review and	d updated IEP.
Description of any other options considered and rejected: Discontinuing services.	
The reasons we rejected those options were: continues to qualify for special education services based on her present levels of performance an evaluation.	d most recent
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is IEP goal progress; classroom-based and specialist assessments	as follows:
Any other factors that are relevant to the action: Due to the unprecedented need to close all schools in the State of Washington by order of the Govern conducted virtually or via the telephone during this time. These meetings will proceed with the agreem the family prefers to wait until our schools are back in session to hold the meeting, the IEP meeting will calendar days. Signatures will not be possible, but the names of the participants will be added directly document to indicate who was in attendance. If the family agrees to proceed with the meeting and one members is not able to join the meeting, the parent must agree and an Excusal form for the missing te accompany this IEP. That excused team member will be in contact with family directly.	ent of the family, If Il be held within 30 to the IEP s of the required
The action will be initiated on: _05/22/2020	



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Prior	Written	Notice
1 1 1 1 1 1	** * * * * * * * * * * * * * * * * * * *	LIVILLE

Education Students and Their Familia (2) as part of a request for reevaluation procedural safeguards accompanies the	Index IDEA. These protections are explained in the <i>Notice of Procedural Safeguards for Special</i> If this prior written notice is given to you (1) as part of your child's initial referral for evaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the notice. If a copy of the <i>Notice of Procedural Safeguards for Special Education Students and</i> would like a copy or you would like help in understanding the content, please contact:
Zoe Yelev	at
The district has a policy for notifying	arents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.
Notice of Procedural Safeguards for S	cial Education Students and Their Families has been provided to parents/guardians.





1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- · may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - · increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Medicaid Consent	
Date: <u>05/22/2020</u>	
PURPOSE: This form asks for your consent to share the necessary information to verify Medicaid reimbursement with the Washington State Health Care Authority, Health and does not affect individual benefits under Medicaid or require a co-pay or deductible. It school district's Director of Special Education or designee for an explanation as to why	Recovery Services Administration. Billing HCA
Student's Name:	Student's SSID:
Current School: RIVERVIEW ELEMENTARY	Date of Birth:
State law requires the school district to submit claims for health-related services provid for special education. These services include physical therapy, occupational therapy, scounseling, and psychological evaluation.	led to special education students or students referred peech-language therapy, audiology, nursing,
With your permission, Snohomish School District, will submit your student's name and Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negative individualized education program (IEP).	birth date to the Washington State Health Care by impact services included in your child's
With your permission, we will share necessary identifying information from your child reimbursement from the Washington State Health Care Authority (HCA). If any additional the IEP, the school district will request additional consent. If my child no longer is sentransfer to a new district.	onal Medicaid reimbursement services are added to
This authorization will begin on05/22/2020	
By giving consent, you are acknowledging that (1) you have been fully informed of all consent is sought; (2) you understand that the granting of consent is voluntary on your prevoke consent, the revocation is not retroactive; which means that it does not negate an	part and may be revoked at any time; and (3) if you
X I give my consent to verify Medicaid eligibility with HCA and to submit claim	ns for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA and to subm refusal does not affect my child's access to services under the Individualized E	it claims for allowable services. I understand that my ducation Program.
Signature of Parent Date	



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Meeting Notice

PURPOSE: 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. Date Sent to Participants: 10/19/2020 Date 09/08/2020 Time 10:30 AM This meeting has been scheduled for: Location RIVERVIEW ELEMENTARY If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu. This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Prior Notice meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply): Develop an Initial IEP Review Current IEP Discuss Transition Services Discuss Graduation _ Discuss Annual Goal Progress **Review Instructional Needs** Determine Placement Consider Termination of Services Develop ESY Discuss Attendance Issues Manifestation Determination Behavioral Intervention Plan Other: Explanation of services during distance learning

The following are invited to attend and participate in the Prior Notice meeting:

, Parent
Sarah Craber , Special Education Teacher
Zoe Yeley , Special Education Teacher
Chrissy Helmke , General Education Teacher
Angela Collins , District Representative
Wendy Stegall , District Representative
Anjeannette Hammer , Other
Erin Matthews , Occupational Therapist
Heather Sharp , Speech Language Pathologist

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area: Plan

Meeting Date: 09/08/2020 Time: 10:30 AM

Location: RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response
Letter	10/19/2020		
	The state of the s		
22 - 22			
Method	Contact Date	Response Date	Response

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice 09/08/2020 Date: Re: Student's Name: As a parent/guardian of a 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 initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. The purpose of this prior written notice is to inform you that we are: discontinue a/an refusing 2. initiate change X continue 1. X proposing (mark one of the above) (mark one of the above) Mark all items below that apply: Referral Initial Evaluation Eligibility Category Educational Placement **IEP** Reevaluation Disciplinary action that is a change of 504 Plan Other: Discuss placement in-person services and parent request to not attend therapy Description of the proposed or refused action: During the time Snohomish School District is providing school in an online learning model due to Covid-19 safety concerns, the district proposes to implement a like the like the providing 0 minutes/week online specially designed instruction. attends in-person for 360 minutes/week at Riverview Elementary. The teacher is available for regular Zoom office hours (M-In 2:30-3:00pm) should you or need additional assistance. 9-08-2020: will receive in-person services two days a week (T/TH) for three hours (8:30-11:30am). will receive services in academics, social emotional behavior, adaptive, OT, PT, and Speech, from a variety of staff (1:1 paraeducator, special education teacher, OT, PT, SLP). She will be working with a para and be supervised by Mrs. Craber, the Connections special education teacher. Mrs. Yeley, her case manager, will be creating the specially designed instruction for academics, SEB, and adaptive. Her Reciprocal Play SEB goal will be put on hold until sharing is allowed again. Will join her class Zooms every morning from 8:30-9:00am and parent will meet with special education teacher on Fridays. For functional academics, we will be using the Styer-Fitzgerald Program, and she will have duplicates at both home and school, along with at-home activities that support her goals. face mask or shield while at school - a face shield is being provided for her by the school. As of 9/30/2020, therapies will be on hold until returns to the classroom per Mom's request. The reason we are proposing or refusing to take action is: Due to Snohomish Health District and Department of Health recommendations, the district is starting the 2020-2021 school year in a remote learning model. The online learning model forces the district to maximize the teacher online contact time for direct instruction, while moving students' independent and supported practice time to afternoons while the student is not online. Small group times and teacher office hours are available to support students to complete their work. 9-08-2020: Based on the district's in-person screening, will be receiving her services in-person, rather than remotely. Description of any other options considered and rejected: The option of running our educational program as it operated pre-pandemic was rejected. 9-08-2020: Administering services remotely. The reasons we rejected those options were: Due to the Covid-19 pandemic, it is unsafe for students to attend school. 9-08-2020: The screening process found that she qualified to receive in-person services.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

IEP and evaluation, Snohomish Health District and Department of Health recommendations

9-08-2020: Snohomish School District screening for in-person services; IEP progress data; report from parent regarding distance



Zoe Yeley

Snohomish School District

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice

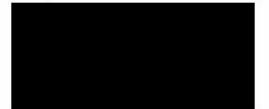
learning; meeting held on 9/8/2020 to discuss in-person services with the following attendees: , Zoe Yeley, Sarah Craber, Angela Collins, Anjeannette Hammer, Erin Matthews, Heather Sharp, and Wendy Stegall
any other factors that are relevant to the action:
Nothing in this notice prevents a parent from changing their mind about their child's participation in special education services after the program begins. Parents are requested to notify the district in writing of any significant change in student attendance/participation plans.
At such time as the district returns to full in-person services, we will revert to serving the IEP as it is written.
If you disagree with this proposal of services, or wish to convene an IEP meeting for any other reason, please contact me via email [zoe.yeley@sno.wednet.edu] to request an IEP meeting and we will schedule one to occur within 30 days of receipt of your request.
9-08-2020 : In person services will begin on September 15, 2020.
9-30-2020: emailed and requested that not attend therapies until school is back in session full time.
he action will be initiated on: 09/14/2020
Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the Notice of Procedural Safeguards for Special Education Students and Their Families is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

at

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

360.563.4438

Prior Written Notice Page 4



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Meeting Notice

PURPOSE: This invitation requests your attendance at a meeting concerning the educational prother the opportunity to participate in any meeting regarding the identification, evaluation, educational prother appropriate public education for your child.	gram/needs of your placement, and the p	child. You have rovision of a
To:Date S	Sent to Participants:	10/19/2020
This meeting has been scheduled for: Date 09/08/2020 Time 10:30 AM Location RIVERVIEW ELEMENTARY		
If you have any questions or would like additional information or assistance to help you prepare fo Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu.	r this IEP meeting, pl	lease contact
This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation very important. This Prior Notice meeting must be scheduled at a mutually agreed upon time and procedure to (check all that apply):	and attendance at th place. The purpose of	is meeting are f this meeting is
Develop an Initial IEP Review Current IEP		
Discuss Transition Services Discuss Graduation		
Discuss Annual Goal Progress Review Instructional Needs		
Consider Termination of Services Determine Placement		
Develop ESY Discuss Attendance Issues		
Manifestation Determination Behavioral Intervention Plan	,	
X Other: Explanation of services during distance learning		

The following are invited to attend and participate in the Prior Notice meeting:

Parent
Sarah Craber , Special Education Teacher
Zoe Yeley , Special Education Teacher
Chrissy Helmke , General Education Teacher
Angela Collins , District Representative
Wendy Stegall , District Representative
Anjeannette Hammer , Other
Erin Matthews , Occupational Therapist

Heather Sharp, Speech Language Pathologist

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting

space will accommodate all team members.

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

Meeting Notice



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area: Plan

Meeting Date:

09/08/2020

Time:

10:30 AM

Location:

RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response
Letter	10/19/2020		arriver experie
Method	Contact Date	Response Date	Response

1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice		
To:	Date:_	09/08/2020
PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education se is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identeducational placement, or provision of a free appropriate public education to your child. This notice should be given added to a decision and before action is taken on the decision. The notice should be given to you in a reasonable a district takes action.	tification ven to y	n, evaluation, ou after a district
The purpose of this prior written notice is to inform you that we are:		88
To the above) to 2. initiate change X continue discontinue (mark one of the above) to 2. initiate change X continue discontinue (mark one of the above)	e a/a	រព
Mark all items below that apply:		
3. Referral Initial Evaluation Educational Placement X IEP Disciplinary action that is a change of placement X Placement X X X X	Reeval Other: in-pers parent	ity Category uation Discuss on services and request to not therapy
Description of the proposed or refused action:		
During the time Snohomish School District is providing school in an online learning model due to Covid-19 safet district proposes to implement learning in IEP by providing 0 minutes/week online specially designed instruction attends in-person for 360 minutes/week at Riverview Elementary. The teacher is available for regular Zoom off 2:30-3:00pm) should you or learning need additional assistance.	y conce ion. ice hou	erns. the
9-08-2020: will receive in-person services two days a week (T/TH) for three hours (8:30-11:30am). will academics, social emotional behavior, adaptive, OT, PT, and Speech, from a variety of staff (1:1 paraeducator, teacher, OT, PT, SLP). She will be working with a para and be supervised by Mrs. Craber, the Connections speci. Mrs. Yeley, her case manager, will be creating the specially designed instruction for academics, SEB, and adapti. Play SEB goal will be put on hold until sharing is allowed again. Will join her class Zooms every morning from parent will meet with special education teacher on Fridays. For functional academics, we will be using the Styem and she will have duplicates at both home and school, along with at-home activities that support her goals. face mask or shield while at school - a face shield is being provided for her by the school.	special al educ lve. He m 8:30 -Fitzger	education ation teacher. r Reciprocal
As of 9/30/2020, therapies will be on hold until learner to the classroom per Mom's request.		
The reason we are proposing or refusing to take action is:		
Due to Snohomish Health District and Department of Health recommendations, the district is starting the 2020- remote learning model. The online learning model forces the district to maximize the teacher online contact tim instruction, while moving students' independent and supported practice time to afternoons while the student is group times and teacher office hours are available to support students to complete their work.	e for di	rect
9-08-2020: Based on the district's in-person screening, will be receiving her services in-person, rather than	remot	ely.
Description of any other options considered and rejected:		
The option of running our educational program as it operated pre-pandemic was rejected. 9-08-2020: Administering services remotely.		
9-00-2020. Administering services remotery.		
The reasons we rejected those options were: Due to the Covid-19 pandemic, it is unsafe for students to attend school.		
9-08-2020: The screening process found that she qualified to receive in-person services.		
A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action IEP and evaluation, Snohomish Health District and Department of Health recommendations	is as fol	lows:

9-08-2020: Snohomish School District screening for in-person services; IEP progress data; report from parent regarding distance



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Prior Written Notice

Notice of Procedural Safeguards for Special Education Students an	nd Their	Families	has been provide	ed to par	ents/guardia:	ns.
Zoe Yeley	at .	360.563.	4438		_	
Your child has procedural protections under IDEA. These protection Education Students and Their Families. If this prior written notice (2) as part of a request for reevaluation or (3) notice to you regar procedural safeguards accompanies this notice. If a copy of the No Their Families is not enclosed and you would like a copy or you was	e is give rding dis lotice of	n to you (sciplinary a Procedura	 as part of your action that constit I Safeguards for S 	r child's in tutes a cl Special E	nitial referral hange of plac ducation Stud	for evaluation, ement the dents and
The action will be initiated on: 09/14/2020	_					
9-08-2020: In person services will begin on September 15, 202 9-30-2020: Person services will begin on September 15, 202		pies until	school is back in	session f	ull time.	
If you disagree with this proposal of services, or wish to convene [zoe.yeley@sno.wednet.edu] to request an IEP meeting and we	will sche	meeting f edule one	or any other reas to occur within 30	son, pleas 0 days of	se contact me receipt of yo	e via email ur request.
At such time as the district returns to full in-person services, we	will rev	ert to serv	ring the IEP as it	is written	١.	
Any other factors that are relevant to the action: Nothing in this notice prevents a parent from changing their min- the program begins. Parents are requested to notify the district i attendance/participation plans.	id about In writin	their child g of any s	l's participation in Ignificant change	n special in stude	education ser nt	vices after
tearning; meeting held on 9/8/2020 to discuss in-person services Angela Collins, Anjeannette Hammer, Erin Matthews, Heather Sh					Zoe Yeley, Sa	ırah Craber,

Prior Written Notice

From: Woolverton, Sara

Sent: Wednesday, March 17, 2021 10:07 AM

To: Woolverton, Sara < sara.woolverton@sno.wednet.edu > Subject: Return to School - Special Education Services

Dear parents, guardians and adult students,

Spring is approaching and we're so excited about seeing students in classrooms again! By this time all students pre-school through 6th grade who wish to be in person have returned, and we are looking forward to seeing secondary students soon! There are some variations in the schedules from level to level and program to program, based on student needs, safety plans and space limitations. The following bullet points describe what we are doing for preschool and elementary students and what we proposed to do for secondary students with IEPs. Except for preschool, the "days" to which we refer are full school days. Please contact your IEP case manager if you have any questions about your student's particular schedule.

PRESCHOOL

 Students in the DEVELOPMENTAL PRESCHOOL are attending four 2.5 hour sessions/week, Monday through Thursday, in either the morning or afternoon session. We are also running a small online program for the few preschool students who wished to remain in a remote learning model.

ELEMENTARY

- K-2 students are attending four days/week, Monday through Thursday. In addition we have a small online program for a few special program students who remained online.
- 3-6 grade students in LIFE SKIILLS and EXTENDED RESOURCE programs have been invited to attend school four days/week, Monday-Thursday.
- Depending on their unique individual needs (as determined by their IEP teams), some CONNECTONS and BEHAVIOR
 program students are also attending school 4 days/week, while others are attending school 2 days/week in their A or B
 cohorts.
- Given that the cohort model has 3-6 grade general education classrooms repeating A day instruction on B days for their B cohort students, when special program students are in school on their off-cohort day, their teams determine (based on their unique individual needs) whether they attend general education classrooms every day, or work on their general education assignments in the special education classroom. For instance, some students benefit from getting the same general education lesson twice, but others may be upset by the repetition, and so would be more successful working on practice opportunities in their special education classrooms. Please speak to your child's special educator if your student is attending school four days/week and you would like more clarity about their schedule.
- We are running a small ONLINE program for elementary SPECIAL PROGRAM students who remain in 100% remote learning.
- 3-6 grade RESOURCE students attend school 2 days/week with their A or B cohorts. They attend resource classes in
 person on the days they are in school, and by Zoom on their off-cohort days when they are at home. Resource students
 who remain in a remote learning model may zoom into their resource class four days/week, per their IEPs.

SECONDARY

- Secondary schedules will continue to run on a six-period day model.
- Beginning March 29, all secondary LIFE SKILLS students will have the opportunity to attend school four days/week, Monday-Thursday.
- Depending on their unique individual needs (as determined by their IEP teams), some CONNECTIONS and BEHAVIOR
 program students may attend school 4 days/week, while others will attend 2 days/week in their A or B cohorts, starting
 on the days their grade level returns to school.
- Given that the cohort model has general education teachers repeating A day instruction on B days for their B cohort students, when special program students are in school on their off-cohort day, their teams determine (based on their unique individual needs) whether they attend general education classrooms every day, or work on their general education assignments in the special education classroom. For instance, some students benefit from getting the same general education lesson twice, but others may find the redundancy triggering, and so would be more successful



working on practice opportunities in their special education classrooms. Please speak to your child's special educator if your connections or behavior student is attending school four days/week and you would like more clarity about their schedule.

- Students in special education RESOURCE classes will attend with their A or B cohorts. Seventh, 9th and 12th graders will start on March 29, and 8th, 10th and 11th graders will start back on April 12. Online-only students may Zoom in to their resource classrooms on their A or B cohort days.
- Secondary students on a cohort model (either in-person or 100% online) will be provided asynchronous work for their off-cohort days.
- Secondary 18-21 TRANSITION program students may attend school four days/week Monday through Thursday, beginning March 29.
- On Fridays secondary schools will provide shortened Zoom classes for all six periods for all students.
- For secondary special program students who will remain 100% in remote learning, students will be given an
 opportunity to attend classes via Zoom. Their specific schedule will be determined by their IEP teams based on their
 individual needs. Please speak to your IEP case manager for details.

Therapies |

- Most students have already been receiving their full therapy minutes throughout the pandemic, either in-person or through Zoom.
- Students who return to school will receive their therapy services in person, unless their unique individual needs are better served by providing therapy via Zoom.
- Students who remain 100% in remote learning are still able to access their therapies through Zoom. In some cases
 remote students have been invited to come in to school solely to receive their therapy services.
- As groups return to school and schedules change, therapists may need to change the scheduled therapy time for some students.

The reason we are proposing these various schedules is to make opportunities available to address the myriad individual programmatic and safety needs of our students with special needs, while following our district Safety Plans which are based on guidance provided by the Washington State Department of Health and the Snohomish Health District.

We have not yet proposed a full return to a traditional five day/week instructional schedule for any student because, due to COVID-19 and informed by state and county health guidelines, we cannot safely return all students to school at the same time, and some families are choosing to remain in a remote learning model for the remainder of the year. We look forward to a return to a full in-person schedule for all students at such time as it is deemed safe by federal, state and county governments.

We are acutely aware that during this period of responding to the global COVID-19 pandemic, we have not been able to serve most IEPs as written and some students have not made the IEP goal progress we would expect to see in a normal year. When we return to a more normal pre-pandemic schedule, we will be contacting families to discuss whether recovery services are warranted and how these can best be provided. We appreciate your patience as we focus this year on the work of getting all students back to school.

Your procedural safeguards are available by following this link: https://www.sno.wednet.edu/Page/4162. Please contact your child's IEP case manager if you would like assistance understanding your rights as described in this document.

Thank you for your grace, patience and support as we have navigated this challenging year. Please don't hesitate to reach out to us if you have any questions.

Sara Woolverton, Ph.D. Executive Director of Special Services Snohomish School District 360-563-7299

Susan Winkelman

From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>

Sent: Tuesday, May 25, 2021 2:18 PM

To: Susan Winkelman

Subject: FW: IEP Draft and Meeting **Attachments:** EL DRAFT-2 IEP 5.2021.pdf

This is the email in which the teacher sends the draft IEP to the parent.

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Sent: Tuesday, May 25, 2021 2:11 PM

To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>

Subject: Fwd: IEP Draft and Meeting

Get Outlook for iOS

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Sent: Thursday, May 20, 2021 3:47 PM

To:

Subject: IEP Draft and Meeting

Hi

Here is Draft IEP that has the changes and updates we discussed. Thank you for being willing to meet again. Wendy is not available until 2pm on Friday, May 28th, so I will schedule the meeting for then and send out a calendar invite.

Thank you,

Zoe Yelev

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Review Individualized Education Program (IEP) Invitation

PURPOSE: 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.

To: _	Date Sent to Participants: 05/18/2021
This meeting has been scheduled for: Date <u>05/18/2021</u> Location <u>RIVERVIEW ELEMENTARY - Zoom</u>	Time <u>3:30 PM</u>
If you have any questions or would like additional information of Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu.	or assistance to help you prepare for this IEP meeting, please contact
This is to notify you that a/an IEP meeting has been scheduled very important. This Review meeting must be scheduled at a m (check all that apply):	for this student. Your participation and attendance at this meeting are utually agreed upon time and place. The purpose of this meeting is to
Develop an Initial IEP	X Review Current IEP
Discuss Transition Services	Discuss Graduation
Discuss Annual Goal Progress	Review Instructional Needs
Consider Termination of Services	Determine Placement
Develop ESY	Discuss Attendance Issues
Manifestation Determination	Behavioral Intervention Plan
Other:	
The following are invited to attend and participate in the Review	v meeting:
Parent Parent/Guardian Special Education Teacher General Education Teacher Student District Representative Other Occupational Therapist Physical Therapist SLP	
The parent/adult student or school may invite individuals who he	nave knowledge or special expertise regarding the student, including

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Contact Attempt Report

Notification Area: Plan

Meeting Date: 05/18/2021 Time: 3:30 PM

Location: RIVERVIEW ELEMENTARY - Zoom

	Contact Date	Response Date	Response
Letter	05/18/2021	05/18/2021	Can Attend
	939		



1601 Avenue D Snohomish, WA 98290-1799 360-563-7308

Individualized Education Program (IEP) Cover Page (Review)

Student's Name:			
Grade: 02	Age*:	8 Disability (if identified): Health 1	(mpairments
Parent/Guardian/Adult Student:		Primary language at home: Englis	sh
Parent interpreter needed? Yes No 9	Gurrogate parent:	Yes X No If yes, name:	
Home Address:			
Phone # (H): (Attending School: RIVERVIEW ELEMENTARY	Ű	Phone # (W): (Is this student's neighborhood school?	Yes No
	02.000	Foreign many in	
Most Recent Evaluation Date Next re-evaluation must occur before	05/18/2020	IEP Start Date Next IEP Start Date must occur on or before	05/18/2021
	05/18/2023		05/18/2022
CONTROL OF THE CONTRO	EP Meeting Date 05/18/2021 Date parent notified of meeting		05/18/2021
Next IEP Meeting must occur before	05/18/2022	Date student notified of meeting (if transition will be discussed)	82
Primary Staff Contact: Zoe Yeley, Resource	Support Specialist	5 9)	
Phone Number: 360.563.4438	Support Specialist		
Signatures are used to document participation	n in the meeting an	d do not constitute agreement or disagreement.	
Excused Title	Participant N	lame	Signature
Parent			
Parent/Guardian			
Special Education Teacher			
General Education Teacher			
Student			
District Representative			
Other			
Occupational Therapist			
Physical Therapist			<u>`</u>
_			
SLP			
* The student must be informed at least transfer to him/her at age 18 and be pro	one year prior to	turning 18 that the IDEA procedural safegu Dlanation of those procedural safeguards.	ards (rights)
Date informed:		Projected Graduation/Exit Date	



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	Individualized Education Program (IEP) Cover Page (Review)	
Comments:		
If the parent did not at	tend, what method was used to ensure their participation:	



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Team Considerations

Meeting Date: 05/18/2021 **PURPOSE:** During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance) In the strengths of the student and the concerns of the parents for enhancing the education of their child. enjoys presenting in front of the class during calendar or writing-share time. Parents want to be able to talk and interact with people, and therefore, are concerned about her amount of time in general education In the results of the student's performance on any general state or district-wide assessments. has not completed any district or state assessments. 🖾 The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. receives communication services in the areas of receptive and expressive language, and in articulation. See present levels goals for more information. In the student's assistive technology devices and services needs. will begin learning to supplement her verbal language with picture boards (see communication goals) In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior. has social emotional/behavior goals to help support her development in this area. 🔟 In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP. is not an English language learner. In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student. The use of Braille is not appropriate for



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities.

There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

Report from genera education teacher, Ms. Pineda:

- 1. Student Strengths:
 - can fo ow directions and routines, she enjoys sharing ideas with the class, istens to peers, and can regulate her emotions.
- 2. Academic work in cass/assignments including assessment results:
 - has shown progress in generating ideas and istening during turn and taks during iteracy instruction. In writing she a so generates clear ideas and was able to complete a fictional story. Many other academic tasks are adapted to meet ever and implement through the help of Mrs. Houle.
- 3. Describe the student's abi ity to sustain attention to tasks, begin tasks within a time y manner, p an/prioritize, organize materia s, and manage their time wise y as compared to their c assroom peers. In other words, is the student ab e to keep up?
 - during who e group read a oud can typica y stay engaged by fo owing a ong in the book and turning to her partner during turn and taks with extra prompting provided from Mrs. Hou e. She wi occasiona y become tired and ay her head on her desk instead of sitting up in her chair. During writing once she has generated her idea with Mrs. Hou e, she is ab e to sustain the writing period. During math she is a so ab e to sustain working independent y on her number formation and counting.
- 4. List any modifications, accommodations, and/or interventions that are in p ace. P ease specify which seem he pfu and which don't.
 - During independent work time, Mrs. Hou e has been an accommodation that re ies on. Mrs. Hou e is ab e to provide extra prompting and time for to comp ete assigned tasks. Having predictable routines and picture cues for directions have a so he per gain independence.

>> Adverse Impact Summary

Other hea th impairment means having imited strength, vita ity, or a ertness, inc uding a heightened a ertness to environmenta stimu i, that resu ts in imited a ertness with respect to the educationa environment, that:

- (i) Is due to chronic or acute hea th problems such as (but not imited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epi epsy, a heart condition, hemophi ia, ead poisoning, eukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adverse y affects a student's educationa performance.

requires specia y designed instruction in functiona academics (reading, writing, math), socia emotiona /behavior, adaptive, OT, PT, and communication.

Social Emotional/Behavior

(From Last Locked Eva uation 05/18/2020)

SEL Composite

The SSIS SEL Composite is a measure of overa socia -emotiona functioning. Ms. Hou e's ratings fa within the Average



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	Present Levels of Educational Performance and Measurable Annual Goals
Meeting Date:	05/18/2021
range SS=	93). Ms. fe within the Average range (SS= 87).
• Sef	-Awareness
	o "Se f-Awareness" is defined as the abi ity to accurate y recognize one's emotions and thoughts and their inf uence on behavior. Se f-Awareness standard score as rated by mother, fa s in the Be ow Average interpretive range. Scores in this range typica y indicate problems with se f-awareness ski s. Students at this ever generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their fee ings. Teacher's Se f-Awareness standard score fals in the Average interpretive range.
	-Management o "Se f-Management" is defined as the abi ity to regu ate one's emotions, thoughts, and
	behaviors effective y in different situations. See f-Management standard scores fa in the Average interpretive range by both teacher and parent. Scores in this range indicate a good eve of se f-management. Students at this eve are usually abe to stay calm in a variety of situations and ignore distractions from others. They also are abe to set some basic goals and achieve them, and at times they can se f-motivate when the situation calls for it.
	 Awareness "Socia Awareness" is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Teacher and parent scores fall in the Average range. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follows that are available to them.
	tionship Ski s • "Re ationship Ski s" is defined as the abi ity to estab ish and maintain hea thy and rewarding
• Resp	re ationships with diverse individua's and groups. Her scores fa in the Average interpretive range. Scores in this range indicate good re ationship ski s. Students at this eve genera y have good communication ski s and are typica y cooperative. consible Decision Making "Responsible Decision Making" is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Teacher score fals in the Average range with parent score faling in the Below Average range. Students at this evel make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistent y respect rules and adhere to them. Idemic Competence "Academic Competence" is based on a student's motivation to earn, as well as his or his reading and mathematics skils. The academic competence scale is fals in the Well-Below
	Average range.
SUMMARY	AND CONCLUSIONS
instructions	shows others and shows them concern, she is ab e to engage with peers and adu ts, she pays attention to s, fo ows directions and is typica y we behaved when unsupervised. Tries to forgive and comfort in needed. She responds we when others start a conversation or activity. She often say s "p ease" and "thank
Adverse Ed	lucationa Impact Statement:
as noted by adaptive as deficits in s genera eduski s deve	she does have some gaps in her socia ski sown parent and teacher report as we as evidenced in the SSIS-SEL questions. The Socia section on her ABAS-3 seessment, has socia ski social ratings in the Low and Be ow Average ratings. By the nature of her disability, requires explicit instructions to continue to improve her social emotional ski sold and social ski development can negatively impact her ability to participate fully within the frequency without accommodations. The Social section on her ABAS-3 seessment, has social ski sold ratings in the Low and Be ow Average ratings. By the nature of her disability, requires explicit instructions to continue to improve her social emotional ski sold ratings and to keep her safe. Her ocial emotional and social ski development can negatively impact her ability to participate fully within the requires specially designed instruction in social opment in order to improve her ability to interact with peers. Parent and teacher have reported concerns with a lity to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often



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Meeting Date: 05/18/2021

enjoys active games. _____ is inconsistent in her abi ity to use good eye contact with peers and adu ts. She prefers to p ay a one or with an adu t when p aying with toys and/or preferred activities in the school setting rather than sharing and inviting friends to p ay.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- Does not ask for he p from adu ts
- Se dom fo ows ru es when p aying with others
- Se dom comp etes a task without bothering others
- Never or se dom starts a conversation with peers
- Se dom makes eye contact when ta king
- Se dom takes responsibility for her own actions
- Se dom stands up for herse f if treated unfair y

Some of the areas noted as strength by both raters are:

- Se dom withdraws from others
- Tries to comfort others
- Respects the property of others
- Shows kindness when others are upset

CURRENT DATA:

Previous goas:

- ooking at speaker can ook at a fami iar speaker in 2/5 opportunities without prompting. When the person ta king to her is not as fami iar (i.e. staff she does not work with often) she needs prompting to ook up at them, rather than ooking down at the foor or away.
- reciproca p ay this goa was modified due to COVID restrictions. During recess, ikes to draw with cha k, but she is unable to share the cha k unless prompted. When on the playground, she goes on the side over and over by herse f.

enjoys getting up in front of the c ass and doing ca endar or sharing her written work. She is ab e to repeat back what the teacher prompts her to say in order to ead/address the c ass.

BASELINE DATA FOR GOAL:

can share p ay items for a preferred activity in 0 of 5 opportunities without prompting. She can a so ook at a fami iar speaker in 2/5 opportunities without prompting.

ADVERSE EDUCATIONAL IMPACT:

Most 2nd graders can interact with classmates and teachers independently, share activities with others, and fo ow directions. They are able to follow a schedule and transition between activities in class. struggles with completing these tasks independently and needs one-on-one support to engage in her general education classroom. She requires specially designed instruction to make progress in social emotional/behavior.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 05/17/2022, when given a preferred activity and the opportunity to share play items will allow the item(s) to be shared by either offering or saying yes when asked improving social interactions skills from sharing play items for a preferred activity in 0 of 5 opportunities without prompting to sharing play items for a preferred activity in 4 of 5 opportunities without prompting across 5 data



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021	
collection days as measured by teacher-collected data/observation	
How will progress toward this goal be reported? X Copy of Goal Page	t
Standard: Non CCSS Goals	
Annual Goal: Social Emotional/Behavior	
Skill: Looking at Speaker	
By 05/17/2022, when given an adult or peer interaction will look at the person speaking to show she is social skills from looking at a familiar speaker in 2/5 opportunities without prompting to looking at any school staff (familiar or unfamiliar) in 4/5 opportunities without prompting across 5 data collection days as measured by teached data/observation	listening improving /student speaking er-collected
How will progress toward this goal be reported?	
X Copy of Goal Page Written in Report Card Written Progress Report Other	t
Report of Student Progress: Semester	
Adaptive	
(From Last Locked Eva uation 05/18/2020) is rated by her mother within the Low range for overa Genera Adaptive Ski s. Her ratings a	

is rated by her mother within the Low range for overa Genera Adaptive Ski s. Her ratings are in the Be ow Average range for Socia and Practica ski s and Extreme y Low for Conceptua domains. Ms. Hou e s rating are within the Extreme y Low range for overa Genera Adaptive Ski s. Her ratings are in the Low range for Socia and Practica ski s and Extreme y Low for Conceptua domains.

In the Conceptua domain: (Communication, Functiona Academics and Se f-Direction)

Strengths:

- · Says the names of parents and friends
- Shakes her head "Yes or No" in response to a simp e question
- · Reads her own name when printed (inconsistent)
- · Contro s fee ings when not getting her way
- · Keeps working on hard tasks without becoming discouraged

Areas for Growth:

- · Comp eting work in a time y manner
- · Starts a conversation on topics of interest to others
- · Prints her first and ast name
- · States the days of the week in order
- · Locates important dates on a ca endar
- · Asking for he p when needed
- Answers simp e questions about a story being read to her

In the Socia domain: (Leisure and Socia Ski s)



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Meeting Date: ___05/18/2021

Strengths:

- Has a good re ationship with teachers and other adu ts
- Has one or more friends
- Is we iked by others her age
- Looks at picture books during free time

Areas for Growth:

- Waits for her turn in games and activities
- Seeks friendships and keeps a stab e group of same-aged friends

In the Practica Domain: (Community Use, Schoo Living, Heath and Safety, and Sef-Care).

Strengths:

- P aces dirty items from mea s in the proper p ace
- Shows respect for others property
- Fo ows safety ru es at schoo
- Shows caution around hot or dangerous items
- Uses the restroom without he p
- · Washes hands as needed
- He ps keep the cassroom cean

Areas for Growth:

- Finding her way around the schoo by herse f to the restrooms
- Takes the time to do schoo work we
- Putting shoes on the correct feet
- Buttons and fastens her c othing

ADVERSE EDUCATIONAL IMPACT:

is demonstrating deficits in her adaptive ski s that require direct adu t assistance and/or exp icit instruction. She requires individua ized instruction in Adaptive ski s in order to more fu y participate in the earning expectations.
CURRENT DATA:

Previous goas:

- stamina and attention is ab e to maintain focus for 15-20 minutes when independent y writing (tracing), drawing, or ooking at books, or when working one-on-one.
- wa king in a ine is not abe to wak in a ine with her peers. She consistent y pu s herse f to the right or the eft and drops back so as to not be near others. She often ends up one or two c asses behind when waking to recess or unch.

does not do anything comp ete y independent y in c ass. When the genera education teacher gives a direction, she
needs prompting from her one-to-one paraeducator in order to do what was asked. She needs prompting to get out
supp ies and materia s, but she is ab e to get certain things in the c assroom on her own, with a prompt (i.e. book, fo der
wi not wak up the stairs independent y. With para assistance, she is ab e to make it up or down in a itte over 1
minute and 30 seconds. She is on y ab e to go up or down with no one e se around. is unab e to og-in to her
computer, but she is ab e to get to certain high-use websites (i.e. Starfa) independenty.

BASELINE DATA FOR GOAL:

can remain within 6ft of her c ass ine with no more than 2 prompts in 0 of 5 opportunities. She can a so fo ow a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para).

ADVERSE EDUCATIONAL IMPACT:



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Meeting Date:	05/18/2021
They are at ine with her	rade students can make their way around schoo independent y (i.e. to their c assroom, the bathroom, etc.). To e to work on tasks independent y and fo ow directions without extra prompts. strugg es with wa king in r c ass, comp eting independent tasks, and fo owing one-step directions. She requires specially designed in adaptive to make progress.
Standard: N	on CCSS Goals
Annual Goal: /	Adaptive
Skill: Walking in	n Line
than 7ft behind prompts in 0 of	will be able to remain in line will be able to remain in line will be able to remain in line and for the state of the stat
How will progre	ess toward this goal be reported?
X Copy of Go	The state of the s
Other	ident Progress: Semester
Report of Sta	ident Progress. Semester
Standard: N	on CCSS Goals
Annual Goal: A	Adantive
Skill: Following	
prompted by a	when given a one-step direction from the teacher (i.e. get out a pencil, put your paper away) will follow the ving direction-following skills from following a one-step teacher direction in 0 of 5 opportunities (sne needs to be para) to following a one-step teacher direction without prompting in 4 of 5 opportunities across 5 data collection days as eacher-collected data/observation
X Copy of Go	ess toward this goal be reported? Oal Page Written in Report Card Written Progress Report
Other	
Report of Stu	adent Progress: Semester
Adaptive: fur	nctional reading
(From Last	Locked Eva uation 05/18/2020)
using fasho practice the sentences b	eacher report: is reading at a Pre-Primer eve. Daily, she practices saying and tracing the a phabet, sards and identifying corresponding pictures, sight words, sentences, and writing her name (we have here who e' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete by having multiple sentence frames with an interchangeable realistic picture. For example: I see a graph of the complete interchangeable realistic picture. For example: I see a graph of the complete interchangeable realistic picture.
CURRENT D	 PATA:



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Meeting Date:05/18/2021
Previous goa s:
 read sight words - can current y read three sight words (stop, mom, without picture prompts. She is abe to say and match the word to its picture pair for seven words (cat, eggs, dad, stop, books, dog, app e), but cannot read the words when they are shown to her by themse ves. reading sentences - is abe to recognize pictures and say the correct word, but she is unabe to recognize sight words in order to read sentences.
is working on matching etters of the a phabet to pictures that start with that etter. She is unable to name a letter of the a phabet and can usually ame about 10 letters each time - the letters she can name are often inconsistent. It is practicing matching sight words to pictures of the word. She is able to repeat the word and then match the picture, but she cannot read the words on her own. It is a solution as of the words she is reading with para-support. She is not working at grade-level and a class work is highly modified by the paraeducator in the moment. She is a solution working on a separate functional academic curriculum, which her goals are based on.
BASELINE DATA FOR GOAL:
is ab e to recognize pictures of common words in 9 of 10 opportunities. She can a so read 3 out of 10 sight words.
ADVERSE EDUCATIONAL IMPACT:
Per Common Core State Standards; second grade students are ab e to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key detais in a text (CCSS: RL.2.1). They are ab e to identify the main topic of a mu ti-paragraph text as we as the focus of specific paragraphs within the text (CCSS: RI.2.2) They are ab e to know and app y grade- eve phonics and word analysis ski s in decoding words (CCSS:RF.2.3). is not working at grade- eve and has a separate functional academic curriculum for reading. She requires specially designed instruction in functional reading to make progress.
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional reading
Skill: Sentence Reading
By 05/17/2022, when given a sentence with picture prompts and sight words will be able to recognize the pictures of common words (i.e. bird, cat, girl, etc.) and sight words in order to read the sentence improving early reading skills from recognizing pictures of common words in 9 of 10 opportunities to recognizing pictures and sight words to read a sentence in 6 of 10 opportunities across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional reading Skill: Sight Words



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/18/2021
By 05/17/2022, when given a list of 10 priority words (mom, dad, I, me, see, stop, exit, girls, boys) will read sign words improving reading skills from reading 3 out of 10 sight words to being able to read 8 out of 10 priority sight words (mod mod mod mod mod mod mod mod mod mod
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester
Adaptive: functional math
(From Last Locked Eva uation 05/18/2020) Math: is working on counting to 10 and 1-1 correspondence. She a so traced numbers and counted objects (with he p).
CURRENT DATA:
knows a of her co ors and shapes. She is ab e to match the word of the co or or shape to a picture of it. She is ab to say the names of co ors when she sees them and she is ab e to name a circ e, square, triang e, and rectang e. is working on tracing her numbers. She is ab e to identify numbers 1-10 with assistance. She often gets 3 and 8, 6 and 9, and 7 and 1 confused, but with prompting and reminders, she is ab e to correct her mistakes. When counting from 1-10 independent y, she wi get stuck around 6-8, but once she is given the next number, she is ab e to continue. is una to comp ete grade- eve work and a of her work is high y modified by the paraeducator. She is working on a separate functional academic curriculum to support her goals.
Previous goa s:
 number recognition - is ab e to recognize numbers 0-10, aside from 7, inconsistent y. counting to 10 - is ab e to count 1-3 consistent y, and sometimes 1-5. She is ab e to count a ong with someone from 1-10, but cannot do it independent y. coins - is ab e to repeat the names of coins and match the word to the picture. She is not ab e to identify or count their values.
BASELINE DATA FOR GOAL:
is ab e to count 1-10 with number mode s and/or prompting. She can a so match coin names to a visua of the coin.
ADVERSE EDUCATIONAL IMPACT: Per Common Core State Standards: second grade students are able to use addition and subtraction within 100 to so ye

Present Levels of Educational Performance and Measurable Annual Goals

progress.

one and two-step word prob ems invo ving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in a positions (CCSS: 2.OA.A.1). They are ab e to count within 1000; skip count by 5s, 10s and 100s (CCSS: 2.NBT.A.2). They are ab e to measure the ength of an object by se ecting and using appropriate too s such as ru ers, yardsticks, meter sticks and measuring tapes (CCSS: 2.MD.A.1) is not working at grade- eve and has a separate functiona academic curricu um for math. She requires specia y designed instruction in functiona math to make



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Meeting Date:05/18/2021
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional math
Skill: Counting
By 05/17/2022, when given up to 10 objects will count the objects improving early math skills from counting 1-10 with number models and/or prompting to counting up to 10 using manipulatives in 4 of 5 opportunities across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report
Other
Report of Student Progress: Semester
The port of octaons 1 rogicost octaons.
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional math
Skill: Coin Value
Skiii Goili Valae
By 05/17/2022, when given coinspenny, nickel, dime, quarter will identify their name and values improving math
computation skills from matching coin names to a visual of the coin to identifying coin values in 4 of 5 opportunities across 5 data collection days as measured by daily work and/or charting
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report
Other
Report of Student Progress: Semester
Adaptive: functional written language
(From Last Locked Eva uation 05/18/2020)
Writing: draws pictures, we would scribe the sentences with a high ighter, then she traces the sentences. She practices writing her name and saying each etter while writing. She traces sight words and practices saying the word (whole) then the etters (parts).
CURRENT DATA.
CURRENT DATA:
is ab e to generate stories based on a picture. She is very creative and can add great detais. When given a writing prompt in c ass, can tender story to the paraeducator who wince down what she says and then have trace it. The paraeducator wince a so ask eading questions to he p add to the story, which is abe to answer. It is abe to answer. It is abe to answer. It is abe to answer. It is abe to compete the etters. She is abe to continue writing the etter without the tracing mode once she has practiced it severa times. However, if asked to write a specific etter without a mode or practice beforehand, she is unabe to. It is not working at grade eve and her work is high y modified by a paraeducator. She is working on a separate functional academic curriculum to support her goals.
Previous goa :

• sentence generating - is ab e to te a story based on what is in a picture in every given opportunity. She



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Meeting Date:05/18/2021
is ab e to use descriptive words when prompted.
BASELINE DATA FOR GOAL:
can trace words in every given opportunity.
ADVERSE EDUCATIONAL IMPACT:
Per Common Core State Standards; second grade students are ab e to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supp y reasons that support the opinion, use inking words to connect opinion and reasons and provide a conc uding statements or section (CCSS: W.2.1). They are ab e to participate in shared research and writing projects (CCSS: W.2.7). is not working at grade- eve and has a separate functiona academic curricu um for writing. She requires specia y designed instruction in functiona written anguage to make progress.
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional written language Skill: Writing Words
By 05/17/2022, when given a sight word along with a picture words to copying 8/10 words independently with just a visual model (no tracing) across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Communication
HISTORICAL DATA (From Last Locked Eva uation 05/18/2020)
PREVIOUS EVALUATION RESULTS (May 2017): was eva uated using the Preschoo Language Sca e-5 (PLS-5), a standardized too to assess receptive and expressive anguage ski s. On the Auditory Comprehension subtest of the PLS-5, a raw score was (31), which trans ates to a standard score of (61) and a percenti e rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which trans ates to a standard score of (57) and a percenti e rank of (1) (-2.87 SD). Tota Language Score is ca cu ated as a standard score of (56) and a percenti e rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, anguage ski s are expected to be de ayed. These standardized assessment resu ts give us a base ine reading of her ski s. The strengths include her interest in abe ing vocabulary, receptively identifying functions of basic items, and identifying basic verbs. anguage sample reveals that she uses primarily single word utterances to abe and greet. She is combining two words into a few short phrases (What searned them, and uses them, as a single inguistic unit, rather than understanding the meaning of each word. Regard ess, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. Speech intellibility is increased in context, in repetition, and with known isteners. She often accompanies speech with it sear ier earned and used sign cognate.
MARCH 13, 2020 DATA: IEP goas over the ast year are focused on verba y responding to questions about the



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

CURRENT DATA (May 18, 2021)

	goas have f	ocused on a	answering "wha	at", "who",	and "where"	questions,	using	2-word	phrases,	and a	articu ating	2-
sy a	b e words.	has made	progress in a	of her go	as this year.							

- 1) Respond to simp e "wh" questions (ex. What do scissors do?, Who is running?, Where is the cat?) using mu tip e moda ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed pictures with 63% accuracy given a visual cue to answering simple "who", "what", and "where" questions about objects and pictures with 75% accuracy given visual cues.
 - current progress: identifies objects given a definition (ie. "where is the anima that swims?") from a picture chart (fie d of 16) with 65% accuracy. She responds verba y to "what" or "who" questions with known vocabu ary, given a corre ated visua, with 88% accuracy. If the picture is not the exact answer, responds by abe ing the picture, rather than responding to the context of the question (ex. "where does a bird ay their eggs?" with a picture of a nest and eggs, answered with "eggs" and then "babies"). With verba -only responses (with related picture cues), answers simple "what" questions with 90% accuracy, "who" questions with 62% accuracy in context (responds with a person, but doesn t know the vocabulary. She often responds with "boy" or a close word ie "doctor" for a dentist), and "where" questions with 30% accuracy in context (often responded by abe ing the item in the picture). In does not use prepositions to describe ocation (ie. where is the ball, she responds with "box" rather than "in box").
- 2) Describe a picture using 2-word phrases (ex. gir running) from imitating 2-word phrases with 71% accuracy and independent y using 2-word phrases to describe a picture with 33% accuracy to independent y using 2-word phrases to describe a picture with 75% accuracy
 - has made a ot of progress in this area. She independent y uses many 2-word statements, especia y when describing an action (ie. ride bike, p ay piano). We have been working on 3-word sentences (boy is running) inc uding the "is". With a visua (sentence pacing chart), uses "is" in her sentences with a most 100% accuracy! She uses the "ing" ending on verbs with 64% accuracy, using the same visua. In has the most difficuty using "ing" when the action has an object with it (ex. she will use "boy is eating" consistenty, but often "gir is ride bike" because of the familiarity of the phrase). It uses earned 3-word sentences with the assistance of a visua with over 90% accuracy. She independently uses 3-word sentences in ess than 10% of her her speech.
- 3) Produce 2-sy able words from imitating 2-sy able words with 63% accuracy given a pacing board and modeling to able ing pictures with 2-sy able words with 75% accuracy given a pacing board
 - produces both sy ab es of many 2-3 sy ab e words. With a pacing board, she abe s words, with both sy ab es, with 64% accuracy. When uses a 2-sy ab e word, she often omits the initia consonant. has worked on initia /p,b,m,t/ words. She is consistent with the sound in 1-sy ab e words. In 2-sy ab e words, uses an initia consonant with 93% accuracy in words, and 63% in 2-word phrases (ex. "eat popcorn"), given a mode and a visua cue (finger to ips). has some difficuty with tighter vowes (ay, ee, oo) in mu ti-sy ab e words. She has done a ot of practice with her fu name, and is now consistent y saying when asked her fu name.



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021							
BASELINE DATA FOR GOALS							
- identifies objects given a definition (ie. "where is the anima that swims?") from a picture chart (fie d of 16) with 65% accuracy.							
responds to "where" questions with 30% accuracy in context (often responded by abeing the item in the picture), and 0% use of prepositions to describe ocation							
uses earned 3-word sentences with the assistance of a visua with over 90% accuracy. She independently uses 3-word sentences in ess than 10% of her her speech.							
- uses an initia consonant in 2-sy ab e words with 63% accuracy in 2-word phrases, given a mode and a visua cue (finger to ips)							
ADVERSE ACADEMIC IMPACT							
Same aged peers use fu sentences to cear y communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the cassroom and socia settings. communication deays impact her ability to make progress and keep up with same aged peers and is therefore e igib e for SLP services to address these ski s.							
Standard: Non CCSS Goals							
Annual Goal: Communication							
Skill: receptive language							
By 05/17/2022, when given a picture chart (field of 16) will select the correct item given a description (category, function, color, etc - ie. where is the animal that swims? what do we use to cook?) improving receptive language skills from identifying objects from a picture chart (field of 16), given a definition, with 65% accuracy to identifying objects from a picture chart (field of 16), given a definition, with 80% accuracy as measured by SLP and/or teacher data over 3 data days							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report							
Other							
Report of Student Progress: Semester							
Standard: Non CCSS Goals							
Annual Goal: Communication Skill: WH questions							
By 05/17/2022, when given pictures and objects pointing to a place, and/or giving a prepositional phrase) improving Receptive/Expressive Language Skills from responding to "where" questions with 30% accuracy in context, and 0% use of prepositions to describe location to demonstrating understanding of prepositional and locational concepts (in/out, on/off, in front/behind, under) by responding to "where" questions with 75% accuracy as measured by SLP and/or teacher data over 3 data days							
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other							
Report of Student Progress: Semester							



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:	05/18/2021		
Standard: N	Ion CCSS Goals		
Annual Goal:	Communication		
Skill: Expressiv	ve Language		
By 05/17/2022 picture using 3 with the assista 3-word phrases	e, when given descriptive pictu -word phrases (ex. girl is runn ance of a visual with over 90% s to describe a picture with 75	ares (e.g., verb cards, books, picture sceneining, dog eating food) improving Expressive accuracy, and independently in less than accuracy as measured by SLP and/or te	will independently describe the e Language from using learned 3-word sentences 10% of her her speech. to independently using acher data over 3 data days
How will progre	ess toward this goal be reporte	ed?	
X Copy of Go		Written in Report Card	Written Progress Report
Report of Stu	udent Progress: Semester		
Standard: N	Ion CCSS Goals		
Annual Goal:	Communication		
Skill: Articulation			
By 05/17/2022 vowels in 2-syl phrases, given with 75% accu	, when given a picture of an i lable words improving intelligi a model and a visual cue (fin racy in 2-word phrases, witho	tem and option of a pacing board ibility from producing an initial consonant in ger to lips) to producing 2-syllable words w ut a model as measured by SLP and/or tea	will produce initial consonants and correct 12-syllable words with 63% accuracy in 2-word ith initial consonants and correct vowel sounds cher data over 3 data days
X Copy of Go Other	ess toward this goal be report oal Page udent Progress: Semester	ed? Written in Report Card	Written Progress Report
Annual Goal:	Non CCSS Goals Communication ve Language - assistive techno	ology	
words language and I activity to poin	will point to the correct pi ntelligibility from pointing to a	cture along with a verbalization to increase corresponding picture while verbalizing in e while verbalizing in 75% of trials during a	d and frequently misunderstood conversational listener understanding improving expressive 0% of trials during a structured conversational a structured conversational activity as measured
X Copy of Go Other	ess toward this goal be reported oal Page udent Progress: Semester	ed? Written in Report Card	Written Progress Report
vanitora l istificació dilici. 18222	reconstruction value → inequipment and other interface.		
Fine Motor			



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Historical Data: continues to need assistance with most tasks while at school. She continues to need significant support in the area of fine motor. It is recommended that continue to receive occupational therapy services to address her fine motor delays. As skills change in the area of fine motor before the next evaluation, the evel of OT services required to support her ability to access and benefit from her educational program may need to be adjusted. ~Erin Matthews, MS, OTR/L, May 2020]

Current Data:

has been seen for occupational therapy services for the past school year, for 20 minutes, 2x per week. has been working on goals to write her name independently, cut on a curved line, draw pictures, and use fasteners.

When writing her name, she has consistent y been ab e to demonstrate the abi ity to write recognizabe a though she sti wi add additiona horizonta ines to her Much of the time, when is asked to write her name, her egibi ity depends on her wi ingness to put forth her best effort. She has most recent y started to demonstrate writing her first name within a given box and has been consistent with her abi ity to do so. She has met her goa of writing 3/3 recognizabe etters!

When given curved shapes to cut, again, it depends on her wi ingness to put forth her best effort. She has demonstrated the capability of cutting on the line accurate y, and turning the paper, however, much of the time, she continues to chop at the paper instead. When given bigger shapes, she has more difficulty managing the paper with her helper hand. She also benefits from thicker and darker lines to help with visual contrast. She has met her goal of cutting curved shapes within 1/4" of the line, over a period of 4 days. She has been responding we lite to verbal cues only to cut slow y and carefully, creating more independence with her work!

enjoys drawing pictures. She is adding her own details when asked to draw a picture of herse f, even adding her mask! She is still drawing most y circular shapes and lines, instead of clear shapes such as squares or triangles. She has met her goal of being able to draw recognizable pictures with 10 or more details without adult physical assistance. She is now needing only verbal cues to add more to her pictures. She will benefit from continuing to work on drawing skills.

When given her coat, sti strugg es to engage the zipper independent y. She has not met this goa this year, and it seems that it is due to a combination of the visua and fine motor components of engaging the zipper. is not abe to see c ear y where the zipper goes in and has difficuty with managing the two sides of the jacket to coordinate the task successfuy. She wi continue to benefit from working on this ski but may benefit from adaptations for zippers in the future to create more independence for her se f-care.

Recent y, has begun to demonstrate fearfulness of accessing different parts of the Riverview building. This is most apparent with the stairs specifically. She will not access them without a person holding her hand and will refuse/scream/cry/ ay on the foor if not given that support. When attempting other staircases in the building, she will refuse to access them. She will not wak closely to the large windows at the end of the half ways and will not access the top foor near the railing that has see-through fencing.

Baseline Data for IEP Goals:

- Occupationa Therapy: Writing- writing 3 recognizabe etters of first name and 1 recognizabe etter of ast name (■
- 2. Occupationa Therapy: Drawing- drawing 2/4 consistent y accurate basic shapes (circ e, cross) to create a picture
- 3. Occupationa Therapy: Cutting- cutting curved ined shapes within 1/4" of the ine, with arge choppy cuts
- 4. Occupationa Therapy: Schoo Se f-Care-donning jacket and backpack right side up in 0/4 opportunities

Adverse Impact Statement: Same age peers have the fine motor ski s required in order to write basic identifying information independent y, draw accurate shapes, cut smooth y a ong a ine, and don their jacket and backpack independent y. fine motor deficits impact her abi ity to make progress and keep up with same age peers and is therefore e igib e for OT services to address these ski s.

~Erin Matthews, MS, OTR/L, Apri 2021



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Meeting Date: 05/18/2021		
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Writing		
By 05/17/2022, when given a model and prand identifying information from writing 3 recognizable letters of first name and 5 recollection days	ompting will write first and las ecognizable letters of first name and 1 reco ognizable letters of last name as measured	st name improving independence in writing skills ognizable letter of last name (to writing 3 I by work samples and OT data over 4 data
How will progress toward this goal be report X Copy of Goal Page Other Report of Student Progress: Semester	Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Drawing		
By 05/17/2022, when given modeling and vaccurate basic shapes (circle, cross) to create to create a picture as measured by work sa	verbal cues will copy improving te a picture to drawing 4/4 consistently ac mples and OT data over 2 data collection d	fine motor precision from drawing 2/4 consisten curate basic shapes (circle, square, triangle, cros lays
How will progress toward this goal be repor	AND THE PARTY OF T	
X Copy of Goal Page	Written in Report Card	Written Progress Report
Other		
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Cutting		
By 05/17/2022, when given scissors and co- coordination and fine motor precision from lined shapes within 1/4" of the line, with sn	utting task will turn paper indep cutting curved lined shapes within 1/4" of t nall smooth cuts as measured by OT data a	pendently and cut smoothly improving bilateral the line, with large choppy cuts to cutting curved and work samples over 2 data collection days
How will progress toward this goal be repor	ted?	
X Copy of Goal Page	Written in Report Card	Written Progress Report
Other	Mittell in Report Card	- Tricell Frogress Report
Report of Student Progress: Semester		



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/18/2021
Standard: Non CCSS Goals
Annual Goal: Occupational Therapy Skill: School Self-Care
By 05/17/2022, when given verbal prompting only donning jacket and backpack improving independence at school from donning jacket and backpack right side up in 0/4 opportunities to donning jacket and backpack right side up in 4/4 opportunities as measured by therapist data over 4 data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester
Gross Motor
HISTORICAL DATA
(From Last Locked Eva uation 05/18/2020) OBSERVATIONS: is a ways happy to participate. She is independent with wa king but does wak with a wide base of support and uses increased trunk rotation to advance her egs as opposed to hip f exion/extension. She runs with a simi ar pattern. She can step up onto a 6 inch step independent y but does require one hand assist to descend the step, ike y due to her difficu ties with depth perception. can now step over objects are curbs without assistance. She attempts to hop and jump but has difficuty with two foot take off and anding. can jum on the trampo ine. She very much enjoys the swing and is able to prope with cues to push and pull with her arms.
STAIRS Both mom, and her para, Mrs. Hou e reported that is strugg ing with using stairs at home and at schoo. They further report that is pacing both feet on each step (step to gait) and ho ding onto the rai to both ascert and descend. They also report that appears quite hesitant on steps.
ENDURANCE mom, expressed concerns over stamina and endurance. She reports that at times had an as eep in the car on the way home from schoo. Most days comes home and gets a snack and wants to go to bed where she often remains for the rest of the night. para, Mrs. Hou e, reports that has days when she is more tired than others and needs to stop and rest, but she fees endurance has improved since ast schoo year. Therapia a so shared that at schoo, endurance has improved significantly in the past three years. As a preschoo er often needed a rest when wa king from the preschoo room to the therapy room. In kindergarten, often fatigued during PE and would opt to sit down for the rest of the class. Mrs. Hou e reports that still takes some breaks in PE, but her time resting has shortened significantly. During therapy, had moments of being tired, but after a 30 second rest break an verbal encouragement, would stand up and try again. The team, including feet that we did not need to add this as an area of goal focus, but we wilk keep an eye on her energy evels and staminal at schoo. Shared with that it is common for children with this diagnosis to be fatigued after school as they are working hard to overcome both their ow tone and hypermobile joints in addition to mental fatigue from depth perception issue in addition to earning. A so shared that its not uncommon for 1st graders to still be tired after school.
CURRENT DATA
has been strugg ing with her gross motor ski s this schoo year. Her depth perception appears to be more noticeable and she a so appears to be strugg ing with knowing where she is in space. Functionally this presents as having difficult getting on and off the bus, going up and down curbs, going up and down the stairs to access special ists, waking across ines in the concrete. However, she has a so made improvements in climbing up the steps to go down the side.
Bus - Functiona y, she has had a very difficut time getting on and off the bus often resulting in her sobbing, shaking and at times screaming. Due to the dire nature of the situation, and that was refusing to get on the bus in the morning and in the afternoons, with parent permission, the guidance of Emma Packard, Teacher of the Visua y Impaired, was sought. Modifications to the bus were made including placing white duct tape on the end of the seat back in front of the edge of her seat, and the seat back across from her. Transportation switched busses to one in which could the seat backs on each side to be place know where she is in space. The bus driver made sure to have the lights on to

he p see where she was going and to create a we it atmosphere so she was not wa king into a shadow. A fash ight was a so tria ed, but u timate y these modifications were not successfu. is now dropped off and picked up by her



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Present Levels of Educational Performance and Measurable Annual Goals

	Present Levels of Educational Performance and Measurable Affiliation Goals
M	eeting Date:05/18/2021
	mom.
	Stairs - is ab e to go up and down steps with a very tight grip on an adu ts hand. She uses a step to gait (both feet on each step) with a tight grip on the rai ing. Often times she is shaking, voca izing in a fearfu tone, and at times screaming. She ho ds tight y to the rai on the anding. When descending she keeps her body up against the wa as though she is going against the fow of traffic. She continues this pattern on the anding and on the ast set of steps. It took 1 minute 1 minute 1 minute 1 minute 2 minute 1 minute 1 minute 3 minut
	Curbs - has strugg ed with going up and down curbs at the bus ramp. Part of the reason she seems to strugg es is that there is a ye ow ine painted approximate y 18" from the edge of the curb which is visually confusing to She walks with a normal gait up to the yellow ine. She then slows her cadence, places her arms in high guard and ginger y takes small steps until she feels the edge of the curb with her foot. Once there she can step down and then step back up again. When given the opportunity to practice the curb in succession as a part of her therapy session, tends to become more nervous with each repetition rather than becoming more at ease as is typical.
	Sidewa k Lines - part of the sidewa k eading in from parent pick up has horizonta ines every four inches (approximate). often strugg es to wa k on these ines wanting to wa k around on areas that have ines every four feet instead. As with curbs, she approaches the ines sow y with her arms in high guard. When high y distracted, is abe to wa k over the ines more easi y and without protest.
	Therapy Room Access - has been strugg ing with wa king around the therapy room often having her arms and hands in high guard. When wa king 15 feet away to get a tennis bashe has thrown to a huahoop, was was up to the huahoop approaching sowy, turns right 90 degrees and was 4 feet away on the mat, makes a 180 degree turn and then craws to pick up the bas.
	Therapy Exercises - has strugg ed with most therapy exercises this year. When asked to throw to a target, she wants to wak up to the target and touch the wa while throwing as she seems to strugg e with knowing how far to throw the ball even though she is able to throw 10-12 feet to a huld hoop on the floor routinely. She is able to catch a we tossed 6" success ball from 8 feet away in 2/10 trials. It is able to climb up on to the minit trampoline. Prior to jumping, she eans her chest over the bar where it remains while she jumps. It panics when asked to hold one foot up to hop, a skill she was previously able to do. She also panics when stepping down from the minit trampoline even with adult assistance often refusing to try. She instead sits down to scoot off of the minit trampoline. It has also been working on stepping up onto a 6" step bench and stepping back down to work on stepping down from playground equipment. It uses the mirror to visualize where she is in space. Using the mirror this exercise is fairly easy for her. When the mirror is taken away and the cabinets are used, tends to panic and vocalizes in a fearful way. She has also been working on waking across a 4" wide balance beam. She was again using the mirror to know where she was in space. When the mirror is taken away, becomes very upset even when holding both hands of an adult with the adult waking backwards directly in front of her.
	Vestibu ar - tends to want to ay with her chest on items such as the desk, the counter, the square p atform swing, and the table. When given the opportunity to sit on the square p atform swing, needed max assist to get on the swing even with the swing he distill. Once on the swing, was too afraid to swing, so therapist he distheting the swing still until said she was ready. When swinging in a low arc with sow speed, demonstrated rapid eye b inking for lowed by keeping eyes closed (squeezed shut), then more rapid eye b inking and then eyes squeezed shut indicating some eve of vestibular dysfunction.
	therapy for the past month has focused on more functiona activities such as practicing wa king on sidewa k ines, stepping on and off the curb, going up and down stairs, throwing to a target, and vestibu ar activities to he p her body star to figure out where she is in space such as swinging whi e sitting and using a scooter board.
	RECOMMENDATIONS - given change in status, that her ski s have regressed, and that this regression has significantly adverse y impacted her function and her ability to get to and from schoo, it is recommended that continue to receive physical therapy services as a related service with emphasis on regaining ski s that improve her ability to move throughout the school and in classrooms in a time y matter and without so much anxiety.
	BASELINE DATA FOR GOALS
	1. Stairs - When given a set of stairs, wi ascend the stairs without ho ding an adu ts hand and without voca izing fear going from 0/5 tria s to 5/5 tria s
	2. Curbs - When given a curb at the bus oop, wi step on and off the curb without adu t assistance and without voca izing fear going from 0/5 tria s to 5/5 tria s.

Present Levels of Educational Performance and Measurable Annual Goals

3. Swing - When given a swing, wi sit on the swing with her eyes open for 30 seconds going from 0/5 tria s to 5/5



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tria s
4. Sidewa k - When given the sidewa k in front of schoo with ines, wi wa k over the sidewa k with her hands down and with a normal cadence going from 0/5 trials to 5/5 trials.
ADVERSE IMPACT STATEMENT
Where as most students age are able to go up and down stairs independently, can go up and down curbs independently, can swing with their eyes open and can wak on a sidewak with lines, cannot. de ays in her gross motor skills have an adverse impact on her ability to fully, safely and independently access a lareas of her educational day. Therefore, continues to require physical therapy as a related service to address her ongoing delays and a low her the opportunity to catch up to her same age peers.
It continues to be a p easure working with emai at ke y.danie s@sno.wednet.edu. If you have additiona questions, p ease do not hesitate to contact me via emai at ke y.danie s@sno.wednet.edu.
Ke y Danies, MPT
Physica Therapist
Standard: Non CCSS Goals
Annual Goal: Physical Therapy
Skill: Curbs
By 05/17/2022, when given a curb at the bus loop will step on and off the curb without adult assistance and without vocalizing fear improving her ability to get on and off the bus from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Physical Therapy
Skill: Swing with Eyes Open
By 05/17/2022, when given a swing will will sit on the swing with her eyes open for 30 seconds improving her ability to access playground equipment and improving ner vestibular function for moving around school from 0/5 trials to 5/5 trials as measured by therapist and para educator data over 3 data days
Ham will are green toward this goal by greented?
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester



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Meeting Date:05/18/2021
Goals for Related Services
Standard: Non CCSS Goals
Related Service Goal: Physical Therapy
Skill: Classroom Transitions
By 05/17/2022, when given sidewalk in front of school with lines will walk over the sidewalk with her hands down and with a normal cadence improving her ability to transition in class from 0/5 trials to 5/5 trials as measured by teacher, para and/or therapist data over three data taking days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester
Standard: Non CCSS Goals
Related Service Goal: Physical Therapy Skill: Stairs
By 05/17/2022, when given a set of stairs will ascend and descend stairs without holding an adults hand and without vocalizing fear improving her ability to navigate school from 0/5 trials to 5/5 trials as measured by therapist, para and teacher data over three data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester



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Program Accommodations/ Modifications and Support for School Personnel

Meeting	Date:	05/18/2021
riccining	Dute.	03/10/2021

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:
with no accommodations/modifications
X with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y	
ASSISTIVE TECH: Augmentative communication	daily	all locations	05/18/2021 to 05/17/2022	
Enlarged print	daily	classroom	05/18/2021 to 05/17/2022	
PRESENTATION: Clear and specific directions/simplify directions	Daily	Special Ed & General Ed	05/18/2021 to 05/17/2022	
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activities (e.g. cut, color, glue)	Special Ed & General Ed	05/18/2021 to 05/17/2022	
PRESENTATION: Provide desktop list of tasks or schedule board	Daily	General Education	05/18/2021 to 05/17/2022	
RESPONSE: Reduce number of items within assignment	daily	classroom setting	05/18/2021 to 05/17/2022	
RESPONSE: Utilize alternative modes of response for assignments/tests	daily	classroom setting	05/18/2021 to 05/17/2022	
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/18/2021 to 05/17/2022	
SETTING: Preferential seating (specify per student needs)	daily	Special Ed & General Ed	05/18/2021 to 05/17/2022	
SETTING: Provide individualized/small group instruction	daily	General Ed & Special Ed	05/18/2021 to 05/17/2022	
Visual support for transition times (picture cards)	daily	school setting	05/18/2021 to 05/17/2022	
Voice enhancement	daily	classroom setting	05/18/2021 to 05/17/2022	
Voice enhancement	daily	classroom setting	05/18/2021 to 05/17/2022	



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Program Accommodations/ Modifications and Support for School Personnel

Modification(s)	Frequency	Location	Duration m/d/y to m/d/y

Supports for School Personnel (training, professional development, etc):

Support(s)	Frequency	Location	Duration m/d/y to m/d/y



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State or Districtwide Assessments of Student Achievement

Meeting Date: 05/18/2021

PURPOSE: The IEP team makes the determination of what type of state and district wide assessments (regular or alternative) the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

Assessment	Accomm	odations	If YES, List Accommodation(s) by Assessment
	Yes	No	
	Curr	ent Grade T	ests
Brigance			
Brigance			
English Language Arts		X	
Mathematics		X	
	Ne	xt Grade Te	sts
Brigance			
English Language Arts		X	
Mathematics		X	



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Special Education and Related Services

Meeting Date: 05/18/2021

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/18/2021 - 05/17/2022

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Occupational Therapy	ОТ	OT	20 Minutes / 2 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Physical Therapy	PT	PT	30 Minutes / 1 Times Weekly	Special Education	05/18/2021	05/17/2022
			Spec	cial Education			
No	Communicati on	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional math	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional reading	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional written language	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 3 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 2 Times Weekly	General Education	05/18/2021	05/17/2022
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022

Total minutes per week student spends in school:

1780 minutes per week

Total minutes per week student is served in a special education setting: 1100 minutes per week

Percent of time in general education setting:

38.2% in General Education Setting



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Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the
 nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot
 be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/18/2021 - 05/17/2022

Placement Options for LRE	SELECTION		ORREASONS REJECTED			
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students	
80%-100% in Regular Class					·	
40%-79% in Regular Class					· .	
0-39% in Regular Class						
Correctional Facility						
Homebound/Hospital					0.	
Home Schooled/Part-Time Enrolled						
Non-Public Agency Residential						
Public separate day school						
Private separate day school						
Public Residential Facility						
Private Residential Facility						
Parentally-placed in Private Schools (PPPS)						
Non-Public Agency Day School						

An explanation of the extent, if any,			nondisabled	students in t	he general	education
classroom, and in nonacademic and	extracurricular activities:	61 25			<u>-</u>	

Transportation:	Regular	Special
General PE:	Yes	No

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.



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Special Education and Related Services

Other Considerations:			
Extended School Year: Yes		No	If Yes, must complete ESY form.
Emergency Response Protocol:	П	Yes	X No

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Prior Written Notice Date: Re: Student's Name: As a parent/guardian of a 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 initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. The purpose of this prior written notice is to inform you that we are: a/an refusing 2. initiate change continue discontinue 1. proposing (mark one of the above) (mark one of the above) Mark all items below that apply: **Initial Evaluation** Eligibility Category Referral Educational Placement IEP Reevaluation Disciplinary action that is a change of 504 Plan Other: placement Description of the proposed or refused action: The reason we are proposing or refusing to take action is: Description of any other options considered and rejected: The reasons we rejected those options were: A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows: Any other factors that are relevant to the action: The action will be initiated on: Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the Notice of Procedural Safeguards for Special Education Students and Their Families is not enclosed and you would like a copy or you would like help in understanding the content, please contact: Zoe Yeley 360.563.4438

Prior Written Notice Page 31

The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.



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Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



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Medicaid Consent

Date:05/18/2021	
PURPOSE: This form asks for your consent to share the necessary information to ver Medicaid reimbursement with the Washington State Health Care Authority, Health and I does not affect individual benefits under Medicaid or require a co-pay or deductible. If school district's Director of Special Education or designee for an explanation as to why	rify Medicaid eligibility and bill for school-based Recovery Services Administration. Billing HCA you have questions regarding this request, call the the request is being made.
Student's Name:	Student's SSID:
Current School: RIVERVIEW ELEMENTARY	Date of Birth:
State law requires the school district to submit claims for health-related services provid referred for special education. These services include physical therapy, occupational th nursing, counseling, and psychological evaluation.	led to special education students or students erapy, speech-language therapy, audiology,
With your permission, Snohomish School District, will submit your student's name and Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negatively i individualized education program (IEP).	birth date to the Washington State Health Care impact services included in your child's
With your permission, we will share necessary identifying information from your child's reimbursement from the Washington State Health Care Authority (HCA). If any addition the IEP, the school district will request additional consent. If my child no longer is servicents to a new district.	education record to access federal Medicaid mal Medicaid reimbursement services are added to red by this school district, this consent does not
This authorization will begin on05/18/2021	
By giving consent, you are acknowledging that (1) you have been fully informed of all it consent is sought; (2) you understand that the granting of consent is voluntary on your you revoke consent, the revocation is not retroactive; which means that it does not neg	nformation relevant to the activity for which r part and may be revoked at any time; and (3) if gate any activity that has already taken place.
X I give my consent to verify Medicaid eligibility with HCA and to submit claims f	for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA and to submit refusal does not affect my child's access to services under the Individualized E	claims for allowable services. I understand that my Education Program.
Signature of Parent Date	



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Review Individualized Education Program (IEP) Invitation

PURPOSE: 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. Date Sent to Participants: 05/24/2021 This meeting has been scheduled for: Date <u>05/28/2021</u> Time 2:00 PM Location RIVERVIEW ELEMENTARY - Zoom If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu. This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply): Develop an Initial IEP X Review Current IEP Discuss Transition Services Discuss Graduation Discuss Annual Goal Progress Review Instructional Needs Consider Termination of Services **Determine Placement** Develop ESY Discuss Attendance Issues

Behavioral Intervention Plan

The following are invited to attend and participate in the Review meeting:

Parent
Parent/Guardian
Special Education Teacher
General Education Teacher
Student
District Representative
Other
Occupational Therapist
Physical Therapist

Other:

Manifestation Determination

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

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



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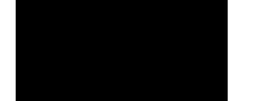
Contact Attempt Report

Notification Area: Plan

Meeting Date: 05/28/2021 Time: 2:00 PM

Location: RIVERVIEW ELEMENTARY - Zoom

Method	Contact Date	Response Date	Response	
Letter	05/24/2021	E 2500		



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Individualized Education Program (IEP) Cover Page (Review)

Student'	's Name:			
Grade:	02	Age*:	8 Disability (if identified): Health 1	Impairments
Parent/C	Guardian/Adult Student:		Primary language at home: Englis	sh
Parent in	nterpreter needed? Yes No S	urrogate parent:	Yes X No If yes, name:	
Home A				
Attendin	Phone # (H): (Phone # (W):	Vas DNa
The same of the same of	ng School: RIVERVIEW ELEMENTARY	DE VIEW DEE	Is this student's neighborhood school?	No. of the second secon
	cent Evaluation Date evaluation must occur before	05/18/2020	IEP Start Date Next IEP Start Date must occur on or before	05/28/2021
	The control of the co	05/18/2023		05/28/2022
Control Control Control Control	ting Date	05/28/2021	Date parent notified of meeting	05/24/2021
Next IEF	P Meeting must occur before	05/28/2022	Date student notified of meeting (if transition will be discussed)	P-
Drimary	Staff Contact: Zoe Yeley, Resource S	Support Specialist	9)	
	lumber: 360.563.4438	support Specialist		
Signatur	res are used to document participation	in the meeting an	d do not constitute agreement or disagreement.	
	•	_		
Excused	d Title	Participant N	Name	Signature
	Parent			
	Parent/Guardian			
	Special Education Teacher			
	General Education Teacher			
	Student			
	District Representative			
	Other			
	Occupational Therapist			27
	Physical Therapist			
	SLP			20
* The s	tudent must be informed at least o	one year prior to	turning 18 that the IDEA procedural safegue planation of those procedural safeguards.	ards (rights)
transfe	r to him/her at age 18 and be prov	vided with an exp	planation of those procedural safeguards.	
Date in	formed:		Projected Graduation/Exit Date	۵٠



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	Individualized Education Program (IEP) Cover Page (Review)
Comments:	
If the parent did not at	tend, what method was used to ensure their participation:



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Team Considerations

Meeting Date: 05/28/2021 **PURPOSE:** During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance) In the strengths of the student and the concerns of the parents for enhancing the education of their child. enjoys presenting in front of the class during calendar or writing-share time. Parents want to be able to talk and interact with people, and therefore, are concerned about her amount of time in general education In the results of the student's performance on any general state or district-wide assessments. has not completed any district or state assessments. 🖾 The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. receives communication services in the areas of receptive and expressive language, and in articulation. See present levels goals for more information. In the student's assistive technology devices and services needs. will begin learning to supplement her verbal language with picture boards (see communication goals) In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior. has social emotional/behavior goals to help support her development in this area. 🔟 In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP. is not an English language learner. In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student. The use of Braille is not appropriate for



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/28/2021

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities.

There should be a direct relationship between the present level of educational performance and the other components of the IEP.

General Education Teacher Report

Report from genera education teacher, Ms. Pineda:

- 1. Student Strengths:
 - can fo ow directions and routines, she enjoys sharing ideas with the c ass, istens to peers, and can regulate her emotions.
- 2. Academic work in cass/assignments including assessment results:
 - has shown progress in generating ideas and istening during turn and taks during iteracy instruction. In
 writing she a so generates clear ideas and was able to complete a fictional story. Many other academic tasks
 are adapted to meet ever and implement through the help of Mrs. Houle.
- 3. Describe the student's abi ity to sustain attention to tasks, begin tasks within a time y manner, p an/prioritize, organize materia s, and manage their time wise y as compared to their c assroom peers. In other words, is the student ab e to keep up?
 - during who e group read a oud can typica y stay engaged by fo owing a ong in the book and turning to her partner during turn and taks with extra prompting provided from Mrs. Hou e. She wi occasiona y become tired and ay her head on her desk instead of sitting up in her chair. During writing once she has generated her idea with Mrs. Hou e, she is ab e to sustain the writing period. During math she is a so ab e to sustain working independent y on her number formation and counting.
- 4. List any modifications, accommodations, and/or interventions that are in p ace. P ease specify which seem he pfu and which don't.
 - During independent work time, Mrs. Hou e has been an accommodation that re ies on. Mrs. Hou e is ab e to provide extra prompting and time for to comp ete assigned tasks. Having predictable routines and picture cues for directions have a so he page gain independence.

>> Adverse Impact Summary

Other hea th impairment means having imited strength, vita ity, or a ertness, inc uding a heightened a ertness to environmenta stimu i, that resu ts in imited a ertness with respect to the educationa environment, that:

- (i) Is due to chronic or acute hea th problems such as (but not imited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epi epsy, a heart condition, hemophi ia, ead poisoning, eukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adverse y affects a student's educationa performance.

requires specia y designed instruction in functiona academics (reading, writing, math), socia emotiona /behavior, adaptive, OT, PT, and communication.

Social Emotional/Behavior

(From Last Locked Eva uation 05/18/2020)

SEL Composite

The SSIS SEL Composite is a measure of overa socia -emotiona functioning, Ms. Hou e's ratings fa within the Average



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/28/2021 range SS= 93). Ms. fe within the Average range (SS= 87).

- Se f-Awareness
 - "Se f-Awareness" is defined as the abi ity to accurate y recognize one's emotions and thoughts and their influence on behavior.
 Se f-Awareness standard score as rated by mother, fa s in the Be ow Average interpretive range. Scores in this range typically indicate problems with sef-awareness skills. Students at this level generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their feelings. Teacher's Sef-Awareness standard score fals in the Average interpretive range.
- Se f-Management
 - o "Se f-Management" is defined as the abi ity to regulate one's emotions, thoughts, and behaviors effectively in different situations.

 Se f-Management standard scores fain the Average interpretive range by both teacher and parent. Scores in this range indicate a good evel of se f-management. Students at this evel are usually abelied to stay calmin a variety of situations and ignore distractions from others. They also are abelied to set some basic goals and achieve them, and at times they can se f-motivate when the situation calls for it.
- Socia Awareness
 - "Socia Awareness" is defined as the abi ity to take the perspective of and empathize with others from diverse backgrounds and cu tures, to understand socia and ethica norms for behavior, and to recognize fami y, schoo, and community resources and supports. Teacher and parent scores fa in the Average range. Students at this eve have a basic understanding of how others fee and can offer support to others when needed. They genera y fo ow ru es and act fair y with others. They typica y are aware of the support and resources from others that are available to them.
- Re ationship Ski s
 - "Re ationship Ski s" is defined as the abi ity to estab ish and maintain hea thy and rewarding
 re ationships with diverse individua s and groups. Her scores fa in the Average interpretive
 range. Scores in this range indicate good re ationship ski s. Students at this eve genera y
 have good communication ski s and are typica y cooperative.
- Responsib e Decision Making
 - o "Responsib e Decision Making" is defined as the abi ity to make constructive and respectfu choices about persona behavior and socia interactions based on consideration of ethica standards, safety concerns, socia norms, the rea istic eva uation of consequences of various actions, and the we -being of se f and others. Teacher score fa s in the Average range with parent score fa ing in the Be ow Average range. Students at this eve make decisions about persona behavior that are often not consistent with socia norms and expectations. They may not demonstrate accountabi ity for their choices and behavior, and they may not consistent y respect ru es and adhere to them.
- Academic Competence
 - "Academic Competence" is based on a student s motivation to earn, as we as his or his
 reading and mathematics ski s. The academic competence sca e is fa s in the We -Be ow
 Average range.

SUMMARY AND CONCLUSIONS

is rated strong y by both parent and teacher. Her overa core ski s are rated as Average. shows kindness to others and shows them concern, she is ab e to engage with peers and adu ts, she pays attention to instructions, fo ows directions and is typica y we behaved when unsupervised. tries to forgive and comfort others when needed. She responds we when others start a conversation or activity. She often say s "p ease" and "thank you."

Adverse Educationa Impact Statement:

A though her overa scores are showing great improvement for san oted by parent and teacher report as we as evidenced in the SSIS-SEL questions. The Socia section on her ABAS-3 adaptive assessment, has socia ski s ratings in the Low and Be ow Average ratings. By the nature of her disability, requires explicit instructions to continue to improve her socia emotional ski s and to keep her safe. Her deficits in social emotional and social ski development can negative y impact her ability to participate fury within the general education setting with or without accommodations. In requires specially designed instruction in social ski sidevelopment in order to improve her ability to interact with peers. Parent and teacher have reported concerns with a imited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/28/2021

enjoys active games. is inconsistent in her abi ity to use good eye contact with peers and adu ts. She prefers to p ay a one or with an adu t when p aying with toys and/or preferred activities in the school setting rather than sharing and inviting friends to p ay.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- Does not ask for he p from adu ts
- Se dom fo ows ru es when p aying with others
- Se dom comp etes a task without bothering others
- Never or se dom starts a conversation with peers
- Se dom makes eye contact when ta king
- Se dom takes responsibility for her own actions
- Se dom stands up for herse f if treated unfair y

Some of the areas noted as strength by both raters are:

- Se dom withdraws from others
- Tries to comfort others
- Respects the property of others
- Shows kindness when others are upset

CURRENT DATA:

Previous goas:

- ooking at speaker can ook at a fami iar speaker in 2/5 opportunities without prompting. When the person ta king to her is not as fami iar (i.e. staff she does not work with often) she needs prompting to ook up at them, rather than ooking down at the foor or away.
- reciproca p ay this goa was modified due to COVID restrictions. During recess, ikes to draw with cha k, but she is unable to share the cha k unless prompted. When on the playground, she goes on the side over and over by herse f.

enjoys getting up in front of the c ass and doing ca endar or sharing her written work. She is ab e to repeat back what the teacher prompts her to say in order to ead/address the c ass.

BASELINE DATA FOR GOAL:

can share p ay items for a preferred activity in 0 of 5 opportunities without prompting. She can a so ook at a fami iar speaker in 2/5 opportunities without prompting.

ADVERSE EDUCATIONAL IMPACT:

Most 2nd graders can interact with classmates and teachers independently, share activities with others, and fo ow directions. They are able to follow a schedule and transition between activities in class. struggles with completing these tasks independently and needs one-on-one support to engage in her general education classroom. She requires specially designed instruction to make progress in social emotional/behavior.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 05/27/2022, when given a preferred activity and the opportunity to share play items will allow the item(s) to be shared by either offering or saying yes when asked improving social interactions skills from sharing play items for a preferred activity in 0 of 5 opportunities without prompting to sharing play items for a preferred activity in 4 of 5 opportunities without prompting across 5 data



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/28/2021	
collection days as measured by teacher-collected data/observation	
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester	
Standard: Non CCSS Goals	
Annual Goal: Social Emotional/Behavior Skill: Looking at Speaker	
By 05/27/2022, when given an adult or peer interaction will look at the person speaking to show she is lis social skills from looking at a familiar speaker in 2/5 opportunities without prompting to looking at any school staff/st (familiar or unfamiliar) in 4/5 opportunities without prompting across 5 data collection days as measured by teacher-or data/observation	tening improving udent speaking collected
How will progress toward this goal be reported?	
X Copy of Goal Page Written in Report Card Written Progress Report Other	
Report of Student Progress: Semester	
Adaptive	
(From Last Locked Eva untion 05/19/2020)	

(From Last Locked Eva uation 05/18/2020)

is rated by her mother within the Low range for overa Genera Adaptive Ski s. Her ratings are in the Be ow Average range for Socia and Practica ski s and Extreme y Low for Conceptua domains. Ms. Hou e s rating are within the Extreme y Low range for overa Genera Adaptive Ski s. Her ratings are in the Low range for Socia and Practica ski s and Extreme y Low for Conceptua domains.

In the Conceptua domain: (Communication, Functiona Academics and Se f-Direction)

Strengths:

- · Says the names of parents and friends
- Shakes her head "Yes or No" in response to a simp e question
- Reads her own name when printed (inconsistent)
- Contro s fee ings when not getting her way
- · Keeps working on hard tasks without becoming discouraged

Areas for Growth:

- · Comp eting work in a time y manner
- Starts a conversation on topics of interest to others
- · Prints her first and ast name
- States the days of the week in order
- · Locates important dates on a ca endar
- · Asking for he p when needed
- Answers simp e questions about a story being read to her

In the Socia domain: (Leisure and Socia Ski s)



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: ___05/28/2021

Strengths:

- Has a good re ationship with teachers and other adu ts
- Has one or more friends
- Is we iked by others her age
- Looks at picture books during free time

Areas for Growth:

- Waits for her turn in games and activities
- Seeks friendships and keeps a stab e group of same-aged friends

In the Practica Domain: (Community Use, Schoo Living, Heath and Safety, and Sef-Care).

Strengths:

- P aces dirty items from mea s in the proper p ace
- Shows respect for others property
- Fo ows safety ru es at schoo
- Shows caution around hot or dangerous items
- Uses the restroom without he p
- · Washes hands as needed
- He ps keep the cassroom cean

Areas for Growth:

- Finding her way around the schoo by herse f to the restrooms
- Takes the time to do schoo work we
- Putting shoes on the correct feet
- Buttons and fastens her c othing

ADVERSE EDUCATIONAL IMPACT:

is demonstrating deficits in her adaptive ski s that require direct adult assistance and/or explicit instruction. She requires individualized instruction in Adaptive ski s in order to more fully participate in the learning expectations.
CURRENT DATA:

Previous goas:

- stamina and attention is ab e to maintain focus for 15-20 minutes when independently writing (tracing), drawing, or ooking at books, or when working one-on-one.
- wa king in a ine is not abe to wak in a ine with her peers. She consistent y pu s herse f to the right or the eft and drops back so as to not be near others. She often ends up one or two c asses behind when waking to recess or unch.

does not do anything comp ete y independent y in c ass. When the genera education teacher gives a direction, she
needs prompting from her one-to-one paraeducator in order to do what was asked. She needs prompting to get out
supp ies and materia s, but she is ab e to get certain things in the c assroom on her own, with a prompt (i.e. book, fo der
wi not wak up the stairs independent y. With para assistance, she is ab e to make it up or down in a itte over 1
minute and 30 seconds. She is on y ab e to go up or down with no one e se around. is unab e to og-in to her
computer, but she is ab e to get to certain high-use websites (i.e. Starfa) independenty.

BASELINE DATA FOR GOAL:

can remain within 6ft of her c ass ine with no more than 2 prompts in 0 of 5 opportunities. She can a so fo ow a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para).

ADVERSE EDUCATIONAL IMPACT:



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Meeting Date: _	05/28/2021
They are ab ine with her	ade students can make their way around schoo independent y (i.e. to their c assroom, the bathroom, etc.). The to work on tasks independent y and fo ow directions without extra prompts. Strugg es with wa king in the c ass, completing independent tasks, and fo owing one-step directions. She requires specially designed in adaptive to make progress.
Standard: No	on CCSS Goals
Annual Goal: A	Adaptive
Skill: Walking in	n Line
than 7ft behind prompts in 0 of	when given an opportunity to transition to different locations at school in a line will be able to remain in line and 6ft between herself and her classmates, with minimal adult prompting, and with the paraeducator being no closer improving ability to follow routine and instructions from remaining within 6ft of her class line with no more than 2 prompts in 4 of 5 opportunities as measured ected data/observation
How will progres	ss toward this goal be reported?
X Copy of Go	
Other	dont December Corrector
Report of Stu	dent Progress: Semester
Standard: No	on CCSS Goals
Annual Goal: A	
Skill: Following	Directions
prompted by a p	when given a one-step direction from the teacher (i.e. get out a pencil, put your paper away) will follow the ving direction-following skills from following a one-step teacher direction in 0 of 5 opportunities (she needs to be para) to following a one-step teacher direction without prompting in 4 of 5 opportunities across 5 data collection days as acher-collected data/observation
How will progres X Copy of Go	ss toward this goal be reported?
Other	al Page Written in Report Card Written Progress Report
Manager National Control of the Cont	dent Progress: Semester
Adaptive: fun	ctional reading
(From Last I	ocked Eva uation 05/18/2020)
20	acher report: is reading at a Pre-Primer eve . Dai y, she practices saying and tracing the a phabet,
using fashed practice the sentences b	'who e' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in comp ete y having mu tip e sentence frames with an interchangeab e rea istic picture. For examp e: I see a , puppy). I ike to (swing, swim).
CURRENT D	ATA:



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Meeting Date: 05/28/2021
Previous goa s:
 read sight words - can current y read three sight words (stop, mom, without picture prompts. She is abe to say and match the word to its picture pair for seven words (cat, eggs, dad, stop, books, dog, app e), but cannot read the words when they are shown to her by themse ves. reading sentences - is abe to recognize pictures and say the correct word, but she is unabe to recognize sight words in order to read sentences.
is working on matching etters of the a phabet to pictures that start with that etter. She is unable to name a letter of the a phabet and can usually name about 10 letters each time - the letters she can name are often inconsistent. It is practicing matching sight words to pictures of the word. She is able to repeat the word and then match the picture, but she cannot read the words on her own. It is also able to repeat sentences and point a ong to the words she is reading with para-support. She is not working at grade-level and a class work is highly modified by the paraeducator in the moment. She is also working on a separate functional academic curriculum, which her goals are based on.
BASELINE DATA FOR GOAL:
is ab e to recognize pictures of common words in 9 of 10 opportunities. She can a so read 3 out of 10 sight words.
ADVERSE EDUCATIONAL IMPACT:
Per Common Core State Standards; second grade students are ab e to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key detais in a text (CCSS: RL.2.1). They are ab e to identify the main topic of a mu ti-paragraph text as we as the focus of specific paragraphs within the text (CCSS: RI.2.2) They are ab e to know and app y grade- eve phonics and word analysis ski s in decoding words (CCSS:RF.2.3).
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional reading Skill: Sentence Reading
By 05/27/2022, when given a sentence with picture prompts and sight words will be able to recognize the pictures of common words (i.e. bird, cat, girl, etc.) and sight words in order to read the sentence improving early reading skills from recognizing pictures of common words in 9 of 10 opportunities to recognizing pictures and sight words to read a sentence in 6 of 10 opportunities across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional reading Skill: Sight Words



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/28/2021
By 05/27/2022, when given a list of 10 priority words (mom, dad, I, me, see, stop, exit, girls, boys) will read sign words improving reading skills from reading 3 out of 10 sight words to being able to read 8 out of 10 priority sight words (and not a sign of a sig
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester
Adaptive: functional math
(From Last Locked Eva uation 05/18/2020) Math: is working on counting to 10 and 1-1 correspondence. She a so traced numbers and counted objects (with he p).
CURRENT DATA:
knows a of her co ors and shapes. She is ab e to match the word of the co or or shape to a picture of it. She is ab to say the names of co ors when she sees them and she is ab e to name a circ e, square, triang e, and rectang e. working on tracing her numbers. She is ab e to identify numbers 1-10 with assistance. She often gets 3 and 8, 6 and 9 and 7 and 1 confused, but with prompting and reminders, she is ab e to correct her mistakes. When counting from 1-10 independent y, she wi get stuck around 6-8, but once she is given the next number, she is ab e to continue. It is unatto comp ete grade- eve work and a of her work is high y modified by the paraeducator. She is working on a separate functional academic curriculum to support her goals.
Previous goa s:
 number recognition - is ab e to recognize numbers 0-10, aside from 7, inconsistent y. counting to 10 - is ab e to count 1-3 consistent y, and sometimes 1-5. She is ab e to count a ong with someone from 1-10, but cannot do it independent y. coins - is ab e to repeat the names of coins and match the word to the picture. She is not ab e to identify or count their values.
BASELINE DATA FOR GOAL:
is ab e to count 1-10 with number mode s and/or prompting. She can a so match coin names to a visua of the coin
ADVERSE EDUCATIONAL IMPACT:
Day Common Cove State Standards, second grade students are able to use addition and subtraction within 100 to secure

Per Common Core State Standards; second grade students are able to use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in a positions (CCSS: 2.OA.A.1). They are able to count within 1000; skip count by 5s, 10s and 100s (CCSS: 2.NBT.A.2). They are able to measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes (CCSS: 2.MD.A.1) is not working at grade-level and has a separate functional academic curriculum for math. She requires specially designed instruction in functional math to make progress.



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Standard: Non CCSS Goals
Annual Goal: Adaptive: functional math Skill: Counting
By 05/27/2022, when given up to 10 objects will count the objects improving early math skills from counting 1-10 with number models and/or prompting to counting up to 10 using manipulatives in 4 of 5 opportunities across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional math
Skill: Coin Value
By 05/27/2022, when given coinspenny, nickel, dime, quarter will identify their name and values improving math computation skills from matching coin names to a visual of the coin to identifying coin values in 4 of 5 opportunities across 5 data collection days as measured by daily work and/or charting
U
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report
Other
Report of Student Progress: Semester
Adaptive: functional written language
(From Last Locked Eva uation 05/18/2020)
Writing: draws pictures, we would scribe the sentences with a high ighter, then she traces the sentences. She practices writing her name and saying each etter while writing. She traces sight words and practices saying the word (whole) then the etters (parts).
CURRENT DATA:
is ab e to generate stories based on a picture. She is very creative and can add great details. When given a writing prompt in class, can tell her story to the paraeducator who will write down what she says and then have can trace it. The paraeducator will also ask leading questions to help add to the story, which is able to answer. as so practices writing etters of the alphabet, along with numbers 0-9. She will trace these and connect the dots to complete the etters. She is able to continue writing the etter without the tracing mode once she has practiced it several times. However, if asked to write a specific etter without a mode or practice beforehand, she is unable to. is not working at grade evel and her work is highly modified by a paraeducator. She is working on a separate functional academic curriculum to support her goals.
Previous goa :

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• sentence generating - is ab e to te a story based on what is in a picture in every given opportunity. She



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Meeting Date:05/28/2021
is ab e to use descriptive words when prompted.
BASELINE DATA FOR GOAL:
can trace words in every given opportunity.
ADVERSE EDUCATIONAL IMPACT:
Per Common Core State Standards; second grade students are ab e to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supp y reasons that support the opinion, use inking words to connect opinion and reasons and provide a conc uding statements or section (CCSS: W.2.1). They are ab e to participate in shared research and writing projects (CCSS: W.2.7). is not working at grade- eve and has a separate functiona academic curricu um for writing. She requires specia y designed instruction in functiona written anguage to make progress.
Standard: Non CCSS Goals
Annual Goal: Adaptive: functional written language
Skill: Writing Words
By 05/27/2022, when given a sight word along with a picture words to copying 8/10 words independently with just a visual moder (no tracing) across 5 data collection days as measured by teacher-collected data/observation
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester
Communication
HISTORICAL DATA (From Last Locked Eva uation 05/18/2020)
PREVIOUS EVALUATION RESULTS (May 2017): was eva uated using the Preschoo Language Sca e-5 (PLS-5), a standardized too to assess receptive and expressive anguage ski s. On the Auditory Comprehension subtest of the PLS-5, raw score was (31), which trans ates to a standard score of (61) and a percenti e rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which trans ates to a standard score of (57) and a percenti e rank of (1) (-2.87 SD). Tota Language Score is ca cu ated as a standard score of (56) and a percenti e rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, anguage ski s are expected to be de ayed. These standardized assessment resu ts give us a base ine reading of her ski s. The strengths include her interest in abeing vocabularly, receptively identifying functions of basic items, and identifying basic verbs. The anguage sample reveals that she uses primarily sing elements of basic items, and greet. She is combining two words into a few short phrases (What s that, a done, too, cean up?, need help, its a anguage sample them, and uses them, as a single inguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. Speech intelligibility is increased in context, in repetition, and with known isteners. She often accompanies speech with its earlier earned and used sign cognate.
MARCH 13, 2020 DATA: IEP goas over the ast year are focused on verba y responding to questions about the



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function shape and color of common items, and producing intelligible phrases (describing pictures a

function, shape, and co or of common items, and producing inte igib e phrases (describing pictures using 3-4 word present
progressive phrases [gir is wa king, horse eating grass], and fo owing modes to accurate y produce sounds/sy ab es).
Current progress: Responding to questions about common items: Given a choice of 2 options, identifies an object
given the function (ie. what do we use to co or?) with 58% accuracy, and 45% with a choice of 3. matches the object
with the function, but has a hard time understanding the question when it is presented without visua choices.
frequent y responds with a repetition of the ast word of the question (ex. If asked "what do we do with scissors?",
responds with "scissors"). When presented with a "wh" question about a picture, answers basic "who, what" questions
with 63% accuracy. Using inte igib e phrases: uses primari y 1-2 word phrases. She imitates 2-word phrases with
71% accuracy. Without mode ing, describes a picture using a 2-word phrases (person verbing) with 33% accuracy.
We have been working on pacing words, 1 sy abe at a time. works rea y hard imitating each sy abe, even when
they are difficut. With a pacing board, repeats 2-sy ab e words with 63% accuracy. responds to yes/no questions
we , and communicates her basic needs and wants through previous y earned words and phrases. responds to
questions and comments on topic, but not a ways accurate y (ie. "I ike your hair bow, is often responded to with
"Mom" or " It is not cear if that is the person who did her hair or gave her the bow, or if she is simp y responding
with something that frequent y gets a response from peop e. Functiona goas would be on understanding basic "wh"
questions and responding appropriate v. and continuing to practice using integigible words and phrases.

CURRENT DATA (May 18, 2021)

	goa s have	focused on answering "wha	t", "who",	and "where"	questions, using	2-word phrases,	and articu at	ing 2-
sy	ab e words.	has made progress in a	of her goa	s this year.				

- 1) Respond to simp e "wh" questions (ex. What do scissors do?, Who is running?, Where is the cat?) using mu tip e moda ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (2 picture choices, point to the proposed ities (3 picture choices, point to the proposed ities (4 picture) and "who" and "what" questions about objects and pictures with 63% accuracy given a visual cue to answering simple "who", "what", and "where" questions about objects and pictures with 75% accuracy given visual cues.
 - current progress: identifies objects given a definition (ie. "where is the anima that swims?") from a picture chart (fie d of 16) with 65% accuracy. She responds verba y to "what" or "who" questions with known vocabu ary, given a corre ated visua, with 88% accuracy. If the picture is not the exact answer, responds by abe ing the picture, rather than responding to the context of the question (ex. "where does a bird ay their eggs?" with a picture of a nest and eggs, answered with "eggs" and then "babies"). With verba -on y responses (with re ated picture cues), answers simp e "what" questions with 90% accuracy, "who" questions with 62% accuracy in context (responds with a person, but doesn t know the vocabu ary. She often responds with "boy" or a c ose word ie "doctor" for a dentist), and "where" questions with 30% accuracy in context (often responded by abe ing the item in the picture). does not use prepositions to describe ocation (ie. where is the ba?, she responds with "box" rather than "in box").
- 2) Describe a picture using 2-word phrases (ex. gir running) from imitating 2-word phrases with 71% accuracy and independent y using 2-word phrases to describe a picture with 33% accuracy to independent y using 2-word phrases to describe a picture with 75% accuracy
 - has made a ot of progress in this area. She independent y uses many 2-word statements, especia y when describing an action (ie. ride bike, p ay piano). We have been working on 3-word sentences (boy is running) inc uding the "is". With a visua (sentence pacing chart), uses "is" in her sentences with a most 100% accuracy! She uses the "ing" ending on verbs with 64% accuracy, using the same visua. In has the most difficuty using "ing" when the action has an object with it (ex. she wi use "boy is eating" consistenty, but often "gir is ride bike" because of the fami iarity of the phrase). It uses earned 3-word sentences with the assistance of a visua with over 90% accuracy. She independent y uses 3-word sentences in ess than 10% of her her speech.
- 3) Produce 2-sy able words from imitating 2-sy able words with 63% accuracy given a pacing board and modeling to able ing pictures with 2-sy able words with 75% accuracy given a pacing board
 - produces both sy ab es of many 2-3 sy ab e words. With a pacing board, she abe s words, with both sy ab es, with 64% accuracy. When uses a 2-sy ab e word, she often omits the initia consonant. has worked on initia /p,b,m,t/ words. She is consistent with the sound in 1-sy ab e words. In 2-sy ab e words, uses an initia consonant with 93% accuracy in words, and 63% in 2-word phrases (ex. "eat popcorn"), given a mode and a visua cue (finger to ips). has some difficuty with tighter vowes (ay, ee, oo) in mu ti-sy ab e words. She has done a ot of practice with her fu name, and is now consistent y saying when asked her fu name.



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BASELINE DATA FOR GOALS
- identifies objects given a definition (ie. "where is the anima that swims?") from a picture chart (fie d of 16) with 65% accuracy.
responds to "where" questions with 30% accuracy in context (often responded by abeing the item in the picture), and 0% use of prepositions to describe ocation
uses earned 3-word sentences with the assistance of a visua with over 90% accuracy. She independent y uses 3-word sentences in ess than 10% of her her speech.
- uses an initia consonant in 2-sy ab e words with 63% accuracy in 2-word phrases, given a mode and a visua cue (finger to ips)
ADVERSE ACADEMIC IMPACT
Same aged peers use fu sentences to cear y communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the cassroom and socia settings. communication deays impact her ability to make progress and keep up with same aged peers and is therefore e igib e for SLP services to address these ski s.
Standard: Non CCSS Goals
Annual Goal: Communication
Skill: receptive language
By 05/27/2022, when given a picture chart (field of 16) will select the correct item given a description (category, function, color, etc - ie. where is the animal that swims? what do we use to cook?) improving receptive language skills from identifying objects from a picture chart (field of 16), given a definition, with 65% accuracy to identifying objects from a picture chart (field of 16), given a definition, with 80% accuracy as measured by SLP and/or teacher data over 3 data days
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report
Other Report of Student Progress: Semester
Report of Student Progress. Genester
Standard: Non CCSS Goals
Annual Goal: Communication
Skill: WH questions
By 05/27/2022, when given pictures and objects will respond to "where" questions in the correct context (giving a location pointing to a place, and/or giving a prepositional phrase) improving Receptive/Expressive Language Skills from responding to "where" questions with 30% accuracy in context, and 0% use of prepositions to describe location to demonstrating understanding of prepositional and locational concepts (in/out, on/off, in front/behind, under) by responding to "where" questions with 75% accuracy as measured by SLP and/or teacher data over 3 data days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report
Other
Report of Student Progress: Semester



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Meeting Date:05/28/2021					
Standard: Non CCSS Goals					
Annual Goal: Communication					
Skill: Expressive Language					
By 05/27/2022, when given descriptive pictures (e.g., verb cards, books, picture scenes) will independently describe the picture using 3-word phrases (ex. girl is running, dog eating food) improving Expressive Language from using learned 3-word sentences with the assistance of a visual with over 90% accuracy, and independently in less than 10% of her her speech. to independently using 3-word phrases to describe a picture with 75% accuracy as measured by SLP and/or teacher data over 3 data days					
How will progress toward this goal be reported?					
X Copy of Goal Page Written in Report Card Written Progress Report Other					
Report of Student Progress: Semester					
Standard: Non CCSS Goals					
Annual Goal: Communication					
Skill: Articulation					
By 05/27/2022, when given a picture of an item and option of a pacing board will produce initial consonants and correct vowels in 2-syllable words improving intelligibility from producing an initial consonant in 2-syllable words with 63% accuracy in 2-word phrases, given a model and a visual cue (finger to lips) to producing 2-syllable words with initial consonants and correct vowel sounds with 75% accuracy in 2-word phrases, without a model as measured by SLP and/or teacher data over 3 data days					
How will progress toward this goal be reported? X Copy of Goal Page					
Standard: Non CCSS Goals Annual Goal: Communication					
Skill: Expressive Language - assistive technology					
By 05/27/2022, when given a page with a field of 16 labelled pictures of commonly used and frequently misunderstood conversational words will point to the correct picture along with a verbalization to increase listener understanding improving expressive language and intelligibility from pointing to a corresponding picture while verbalizing in 0% of trials during a structured conversational activity to pointing to a corresponding picture while verbalizing in 75% of trials during a structured conversational activity as measured by SLP and/or teacher data over 3 data days					
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report					
Other					
Report of Student Progress: Semester					
Fine Motor					



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/28/2021

Historical Data: continues to need assistance with most tasks while at school. She continues to need significant support in the area of fine motor. It is recommended that continue to receive occupational therapy services to address her fine motor delays. As skill skills change in the area of fine motor before the next evaluation, the evel of OT services required to support her ability to access and benefit from her educational program may need to be adjusted. ~Erin Matthews, MS, OTR/L, May 2020]

Current Data:

| has been seen for occupational therapy services for the past schooly year, for 20 minutes, 2x per week. has been working on goals to write her name independently, cut on a curved ine, draw pictures, and use fasteners.

When writing her name, she has consistently been able to demonstrate the ability to write recognizable athough she still will add additional horizontal inest to her Much of the time, when is asked to write her name, her egibility depends on her will ingness to put forth her best effort. She has most recently started to demonstrate writing her first name within a given box and has been consistent with her ability to do so. She has met her goal of writing 3/3 recognizable etters!

When given curved shapes to cut, again, it depends on her wi ingness to put forth her best effort. She has demonstrated the capability of cutting on the line accurately, and turning the paper, however, much of the time, she continues to chop at the paper instead. When given bigger shapes, she has more difficulty managing the paper with her helper hand. She also benefits from thicker and darker lines to help with visual contrast. She has met her goal of cutting curved shapes within $\frac{1}{4}$ of the line, over a period of 4 days. She has been responding we lite to verbal cues only to cut sowly and carefully, creating more independence with her work!

enjoys drawing pictures. She is adding her own details when asked to draw a picture of herse f, even adding her mask! She is still drawing most y circular shapes and lines, instead of clear shapes such as squares or triangles. She has met her goal of being able to draw recognizable pictures with 10 or more details without adult physical assistance. She is now needing only verbal cues to add more to her pictures. She will benefit from continuing to work on drawing skills.

When given her coat, sti strugg es to engage the zipper independent y. She has not met this goa this year, and it seems that it is due to a combination of the visua and fine motor components of engaging the zipper. is not abe to see c ear y where the zipper goes in and has difficuty with managing the two sides of the jacket to coordinate the task successfuy. She wi continue to benefit from working on this ski but may benefit from adaptations for zippers in the future to create more independence for her se f-care.

Recent y, has begun to demonstrate fearfu ness of accessing different parts of the Riverview building. This is most apparent with the stairs specifically. She will not access them without a person holding her hand and will refuse/scream/cry/ay on the foor if not given that support. When attempting other staircases in the building, she will refuse to access them. She will not wak closely to the large windows at the end of the half ways and will not access the top foor near the railing that has see-through fencing.

Baseline Data for IEP Goals:

- 1. Occupationa Therapy: Writing- writing 3 recognizable etters of first name and 1 recognizable etter of ast name (E)
- 2. Occupationa Therapy: Drawing- drawing 2/4 consistent y accurate basic shapes (circ e, cross) to create a picture
- 3. Occupationa Therapy: Cutting- cutting curved ined shapes within 1/4" of the ine, with arge choppy cuts
- 4. Occupationa Therapy: Schoo Se f-Care-donning jacket and backpack right side up in 0/4 opportunities

Adverse Impact Statement: Same age peers have the fine motor ski s required in order to write basic identifying information independent y, draw accurate shapes, cut smooth y a ong a ine, and don their jacket and backpack independent y. fine motor deficits impact her abi ity to make progress and keep up with same age peers and is therefore e igib e for OT services to address these ski s.

~Erin Matthews, MS, OTR/L, Apri 2021



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Meeting Date: 05/28/2021		
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Writing		
By 05/27/2022, when given a model and pr and identifying information from writing 3 r recognizable letters of first name and 5 reco collection days	ompting will write first and las ecognizable letters of first name and 1 reco ognizable letters of last name as measured	t name improving independence in writing skills ognizable letter of last name (to writing 3 lby work samples and OT data over 4 data
How will progress toward this goal be report X Copy of Goal Page Other Report of Student Progress: Semester	ted? Written in Report Card	Written Progress Report
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Drawing		
By 05/27/2022, when given modeling and vaccurate basic shapes (circle, cross) to create to create a picture as measured by work sa	verbal cues will copy improving te a picture to drawing 4/4 consistently acmples and OT data over 2 data collection d	fine motor precision from drawing 2/4 consisten curate basic shapes (circle, square, triangle, cros lays
How will progress toward this goal be repor		
X Copy of Goal Page	Written in Report Card	Written Progress Report
Other		
Report of Student Progress: Semester		
Standard: Non CCSS Goals		
Annual Goal: Occupational Therapy		
Skill: Cutting		
By 05/27/2022, when given scissors and co- coordination and fine motor precision from lined shapes within 1/4" of the line, with sm	utting task will turn paper indep cutting curved lined shapes within 1/4" of t nall smooth cuts as measured by OT data a	pendently and cut smoothly improving bilateral the line, with large choppy cuts to cutting curved and work samples over 2 data collection days
How will progress toward this goal be repor	tod2	
X Copy of Goal Page	Written in Report Card	Written Progress Report
Other	- Mittell III Nepolt Cald	- Mittell Frogress Report
Report of Student Progress: Semester		



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Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date:05/28/2021
Standard: Non CCSS Goals
Annual Goal: Occupational Therapy Skill: School Self-Care
By 05/27/2022, when given verbal prompting only will don jacket and backpack improving independence at school from donning jacket and backpack right side up in 0/4 opportunities to donning jacket and backpack right side up in 4/4 opportunities as measured by therapist data over 4 data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester
Gross Motor
HISTORICAL DATA
(From Last Locked Eva uation 05/18/2020) OBSERVATIONS: is a ways happy to participate. She is independent with wa king but does wak with a wide base of support and uses increased trunk rotation to advance her egs as opposed to hip f exion/extension. She runs with a simi ar pattern. She can step up onto a 6 inch step independent y but does require one hand assist to descend the step, ike y due to her difficu ties with depth perception. can now step over objects and curbs without assistance. She attempts to hop and jump but has difficu ty with two foot take off and anding. can jump on the trampo ine. She very much enjoys the swing and is ab e to prope with cues to push and pu with her arms.
STAIRS Both mom, and her para, Mrs. Hou e reported that is strugg ing with using stairs at home and at schoo. They further report that is p acing both feet on each step (step to gait) and ho ding onto the rai to both ascend and descend. They a so report that appears quite hesitant on steps.
ENDURANCE mom, expressed concerns over stamina and endurance. She reports that at times has fa en as eep in the car on the way home from schoo. Most days comes home and gets a snack and wants to go to bed where she often remains for the rest of the night. para, Mrs. Hou e, reports that has days when she is more tired than others and needs to stop and rest, but she fee sendurance has improved since ast schoo year. Therapis a so shared that at schoo, endurance has improved significantly in the past three years. As a preschooler needed a rest when wa king from the preschool room to the therapy room. In kindergarten, often fatigued during PE and would opt to sit down for the rest of the class. Mrs. Hou e reports that still takes some breaks in PE, but her time resting has shortened significantly. During therapy, had moments of being tired, but after a 30 second rest break and verbal encouragement, would stand up and try again. The team, including fet that we did not need to add this is as an area of goal focus, but we wilk eep an eye on her energy evels and staminal at school. Shared with that it is common for children with this diagnosis to be fatigued after school as they are working hard to overcome both their ow tone and hypermobile joints in addition to mental fatigue from depth perception issue in addition to earning. A so shared that its not uncommon for 1st graders to still be tired after school.
CURRENT DATA
has been strugg ing with her gross motor ski s this schoo year. Her depth perception appears to be more noticeable and she also appears to be strugg ing with knowing where she is in space. Functionally this presents as a having difficult getting on and off the bus, going up and down curbs, going up and down the stairs to access special ists, wa king across ines in the concrete. However, she has also made improvements in climbing up the steps to go down the side.
Bus - Functiona y, she has had a very difficult time getting on and off the bus often resulting in her sobbing, shaking and at times screaming. Due to the dire nature of the situation, and that was refusing to get on the bus in the morning and in the afternoons, with parent permission, the guidance of Emma Packard, Teacher of the Visualy Impaired, was sought. Modifications to the bus were made including placing white duct tape on the end of the seat back in front of the edge of her seat, and the seat back across from her. Transportation switched busses to one in which could touch the seat backs on each side to help her know where she is in space. The bus driver made sure to have the lights on to

he p see where she was going and to create a we it atmosphere so she was not wa king into a shadow. A fash ight was a so tria ed, but u timate y these modifications were not successfu. is now dropped off and picked up by her



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Present Levels of Educational Performance and Measurable Annual Goals

Present Levels of Educational Performance and Measurable Affidat Goals
Meeting Date:05/28/2021
mom.
Stairs - is ab e to go up and down steps with a very tight grip on an adu ts hand. She uses a step to gait (both feet on each step) with a tight grip on the rai ing. Often times she is shaking, voca izing in a fearfu tone, and at times screaming. She ho ds tight y to the rai on the anding. When descending she keeps her body up against the wa as though she is going against the f ow of traffic. She continues this pattern on the anding and on the ast set of steps. It took 1 minute 52 seconds to go up stairs and 1 minute 30 seconds to go down stairs.
Curbs - has strugg ed with going up and down curbs at the bus ramp. Part of the reason she seems to strugg es is that there is a ye ow ine painted approximate y 18" from the edge of the curb which is visua y confusing to She waks with a norma gait up to the ye ow ine. She then s ows her cadence, p aces her arms in high guard and ginger y takes sma steps until she fees the edge of the curb with her foot. Once there she can step down and then step back up again. When given the opportunity to practice the curb in succession as a part of her therapy session, tends to become more nervous with each repetition rather than becoming more at ease as is typica.
Sidewa k Lines - part of the sidewa k eading in from parent pick up has horizonta ines every four inches (approximate). often strugg es to wa k on these ines wanting to wa k around on areas that have ines every four feet instead. As with curbs, she approaches the ines sow y with her arms in high guard. When high y distracted, is abe to wa k over the ines more easi y and without protest.
Therapy Room Access - has been strugg ing with wa king around the therapy room often having her arms and hands in high guard. When wa king 15 feet away to get a tennis ba she has thrown to a hu a hoop, was waks up to the hu a hoop approaching s ow y, turns right 90 degrees and waks 4 feet away on the mat, makes a 180 degree turn and then craws to pick up the ba.
Therapy Exercises - has strugg ed with most therapy exercises this year. When asked to throw to a target, she wants to wak up to the target and touch the wa while throwing as she seems to strugg e with knowing how far to throw the ball even though she is able to throw 10-12 feet to a huld hoop on the foor routine y. She is able to catch a we tossed 6" success ball from 8 feet away in 2/10 trials. It is able to climb up on to the minit trampoline. Prior to jumping, she eans her chest over the bar where it remains while she jumps. It panics when asked to hold one foot up to hop, a skill she was previously able to do. She also panics when stepping down from the minit trampoline even with adult assistance often refusing to try. She instead sits down to scoot off of the minit trampoline. It has also been working on stepping up onto a 6" step bench and stepping back down to work on stepping down from playground equipment. It uses the mirror to visualize where she is in space. Using the mirror this exercise is fairly easy for her. When the mirror is taken away and the cabinets are used, tends to panic and vocalizes in a fearful way. She has also been working on waking across a 4" wide balance beam. She was again using the mirror to know where she was in space. When the mirror is taken away, becomes very upset even when holding both hands of an adult with the adult waking backwards directly in front of her.
Vestibu ar - tends to want to ay with her chest on items such as the desk, the counter, the square p atform swing, and the tab e. When given the opportunity to sit on the square p atform swing, needed max assist to get on the swing even with the swing he d sti. Once on the swing, was too afraid to swing, so therapist he d the swing sti unti said she was ready. When swinging in a ow arc with s ow speed, demonstrated rapid eye b inking fo owed by keeping eyes c osed (squeezed shut), then more rapid eye b inking and then eyes squeezed shut indicating some eve of vestibu ar dysfunction.
therapy for the past month has focused on more functiona activities such as practicing wa king on sidewa k ines, stepping on and off the curb, going up and down stairs, throwing to a target, and vestibu ar activities to he p her body start to figure out where she is in space such as swinging whi e sitting and using a scooter board.
RECOMMENDATIONS - given change in status, that her ski s have regressed, and that this regression has significant y adverse y impacted her function and her ability to get to and from schoo, it is recommended that continue to receive physical therapy services as a related service with emphasis on regaining ski s that improve her ability to move throughout the school and in classrooms in a time y matter and without so much anxiety.
BASELINE DATA FOR GOALS
1. Stairs - When given a set of stairs, wi ascend the stairs without ho ding an adu ts hand and without voca izing fear going from 0/5 tria s to 5/5 tria s
2. Curbs - When given a curb at the bus oop, wi step on and off the curb without adu t assistance and without voca izing fear going from 0/5 tria s to 5/5 tria s.

Present Levels of Educational Performance and Measurable Annual Goals

3. Swing - When given a swing, wi sit on the swing with her eyes open for 30 seconds going from 0/5 tria s to 5/5



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tria s
4. Sidewa k - When given the sidewa k in front of schoo with ines, and with a normal cadence going from 0/5 trials to 5/5 trials.
ADVERSE IMPACT STATEMENT
Where as most students age are ab e to go up and down stairs independent y, can go up and down curbs independent y, can swing with their eyes open and can wak on a sidewak with ines, cannot. de ays in her gros motor ski s have an adverse impact on her ability to fu y, safe y and independent y access a areas of her educationa day. Therefore, continues to require physica therapy as a reated service to address her ongoing de ays and a ow her the opportunity to catch up to her same age peers.
It continues to be a p easure working with If you have additional questions, p ease do not hesitate to contact me via email at ke y.danie s@sno.wednet.edu.
Ke y Danies, MPT
Physica Therapist
Standard: Non CCSS Goals
Annual Goal: Physical Therapy
Skill: Curbs
By 05/27/2022, when given a curb at the bus loop will step on and off the curb without adult assistance and without vocalizing fear improving her ability to get on and off the bus from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report
Other Co. L. D.
Report of Student Progress: Semester
Standard: Non CCSS Goals
Annual Goal: Physical Therapy
Skill: Swing with Eyes Open
By 05/27/2022, when given a swing will will sit on the swing with her eyes open for 30 seconds improving her ability to access playground equipment and improving her vestibular function for moving around school from 0/5 trials to 5/5 trials as measure by therapist and para educator data over 3 data days
How will progress toward this goal be reported?
X Copy of Goal Page Written in Report Card Written Progress Report Other
Report of Student Progress: Semester



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Meeting Date:05/28/2021
Goals for Related Services
Standard: Non CCSS Goals
Related Service Goal: Physical Therapy
Skill: Classroom Transitions
By 05/27/2022, when given sidewalk in front of school with lines will walk over the sidewalk with her hands down and with a normal cadence improving her ability to transition in class from 0/5 trials to 5/5 trials as measured by teacher, para and/or therapist data over three data taking days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Other Report of Student Progress: Semester
Standard: Non CCSS Goals
Related Service Goal: Physical Therapy Skill: Stairs
By 05/27/2022, when given a set of stairs will ascend and descend stairs without holding an adults hand and without vocalizing fear improving her ability to navigate school from 0/5 trials to 5/5 trials as measured by therapist, para and teacher data over three data collection days
How will progress toward this goal be reported? X Copy of Goal Page Written in Report Card Written Progress Report Other Report of Student Progress: Semester



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Program Accommodations/ Modifications and Support for School Personnel

Meeting	Date:	05/28/2021
riccung	Dute.	03/20/2021

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:
with no accommodations/modifications
X with the following accommodations/modifications

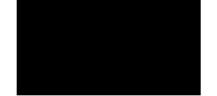
Accommodations	Frequency	Location	Duration m/d/y to m/d/y
ASSISTIVE TECH: Augmentative communication	daily	all locations	05/28/2021 to 05/27/2022
Enlarged print	daily	classroom	05/28/2021 to 05/27/2022
PRESENTATION: Clear and specific directions/simplify directions	Daily	Special Ed & General Ed	05/28/2021 to 05/27/2022
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activities (e.g. cut, color, glue)	Special Ed & General Ed	05/28/2021 to 05/27/2022
PRESENTATION: Provide desktop list of tasks or schedule board	Daily	General Education	05/28/2021 to 05/27/2022
RESPONSE: Reduce number of items within assignment	daily	classroom setting	05/28/2021 to 05/27/2022
RESPONSE: Utilize alternative modes of response for assignments/tests	daily	classroom setting	05/28/2021 to 05/27/2022
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/28/2021 to 05/27/2022
SETTING: Preferential seating (specify per student needs)	daily	Special Ed & General Ed	05/28/2021 to 05/27/2022
SETTING: Provide individualized/small group instruction	daily	General Ed & Special Ed	05/28/2021 to 05/27/2022
Visual support for transition times (picture cards)	daily	school setting	05/28/2021 to 05/27/2022
Voice enhancement	daily	classroom setting	05/28/2021 to 05/27/2022



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Program Accommodations/ Modifications and Support for School Personnel

Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
	I	<u> </u>	
upports for School Personnel (training, professional deve	elopment, etc):		
Support(s)	Frequency	Location	Duration m/d/y to



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State or Districtwide Assessments of Student Achievement

Meeting Date: 05/28/2021

PURPOSE: The IEP team makes the determination of what type of state and district wide assessments (regular or alternative) the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

Assessment	Accomm	odations	If YES, List Accommodation(s) by Assessment
	Yes	No	
	Curr	ent Grade Te	ests
Brigance			
Brigance			
English Language Arts		X	
Mathematics		X	
	Ne.	xt Grade Tes	its
Brigance			
English Language Arts	- 1	X	
Mathematics		X	



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Special Education and Related Services

Meeting Date: 05/28/2021

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/28/2021 - 05/27/2022

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
				Related			
No	Occupational Therapy	ОТ	OT	20 Minutes / 2 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Physical Therapy	PT	PT	30 Minutes / 1 Times Weekly	Special Education	05/28/2021	05/27/2022
			Spec	cial Education			
No	Communicati on	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Adaptive: functional math	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Adaptive: functional reading	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Adaptive: functional written language	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 3 Times Weekly	Special Education	05/28/2021	05/27/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 2 Times Weekly	General Education	05/28/2021	05/27/2022
No	Social Emotional/Be havior	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/28/2021	05/27/2022

Total minutes per week student spends in school:

1780 minutes per week

Total minutes per week student is served in a special education setting: 1100 minutes per week

Percent of time in general education setting:

38.2% in General Education Setting



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Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the
 nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot
 be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/28/2021 - 05/27/2022

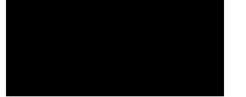
Placement Options for LRE	SELECTION		Options for LRE SELECTION ORREASONS REJECTED			ED
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students	
80%-100% in Regular Class					·	
40%-79% in Regular Class					· .	
0-39% in Regular Class						
Correctional Facility						
Homebound/Hospital					0.	
Home Schooled/Part-Time Enrolled						
Non-Public Agency Residential						
Public separate day school						
Private separate day school						
Public Residential Facility						
Private Residential Facility						
Parentally-placed in Private Schools (PPPS)						
Non-Public Agency Day School						

An explanation of the extent, if any,	to which the student will not participate with nondisabled students in the general e	ducation
classroom, and in nonacademic and	extracurricular activities:	

Transportation:	Regular	Specia
General PE:	Yes	No

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.



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Special Education and Related Services

Other Considerations:		
Extended School Year: Yes	No	If Yes, must complete ESY form.
Emergency Response Protocol:	Yes	X No

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Prior Written Notice Date: Re: Student's Name: As a parent/guardian of a 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 initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. The purpose of this prior written notice is to inform you that we are: change continue a/an refusing 2. initiate discontinue 1. proposing (mark one of the above) (mark one of the above) Mark all items below that apply: **Initial Evaluation** Eligibility Category Referral Educational Placement IEP Reevaluation Disciplinary action that is a change of 504 Plan Other: placement Description of the proposed or refused action: The reason we are proposing or refusing to take action is: Description of any other options considered and rejected: The reasons we rejected those options were: A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows: Any other factors that are relevant to the action: The action will be initiated on: Your child has procedural protections under IDEA. These protections are explained in the Notice of Procedural Safeguards for Special Education Students and Their Families. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the Notice of Procedural Safeguards for Special Education Students and Their Families is not enclosed and you would like a copy or you would like help in understanding the content, please contact: Zoe Yeley 360.563.4438

Prior Written Notice Page 31

The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.



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Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- · may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - · decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.



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Medicaid Consent

Date:05/28/2021	
PURPOSE: This form asks for your consent to share the necessary informat Medicaid reimbursement with the Washington State Health Care Authority, He does not affect individual benefits under Medicaid or require a co-pay or deduschool district's Director of Special Education or designee for an explanation a	tion to verify Medicaid eligibility and bill for school-based ealth and Recovery Services Administration. Billing HCA ctible. If you have questions regarding this request, call the s to why the request is being made.
Student's Name:	Student's SSID:
Current School: RIVERVIEW ELEMENTARY	Date of Birth:
State law requires the school district to submit claims for health-related service referred for special education. These services include physical therapy, occup nursing, counseling, and psychological evaluation.	ces provided to special education students or students ational therapy, speech-language therapy, audiology,
With your permission, Snohomish School District, will submit your student's n Authority (HCA) to verify Medicaid eligibility. Such a request will in no way no individualized education program (IEP).	ame and birth date to the Washington State Health Care egatively impact services included in your child's
With your permission, we will share necessary identifying information from yo reimbursement from the Washington State Health Care Authority (HCA). If at the IEP, the school district will request additional consent. If my child no long transfer to a new district.	our child's education record to access federal Medicaid ny additional Medicaid reimbursement services are added to per is served by this school district, this consent does not
This authorization will begin on05/28/2021	
By giving consent, you are acknowledging that (1) you have been fully inform consent is sought; (2) you understand that the granting of consent is voluntary you revoke consent, the revocation is not retroactive; which means that it does	ry on your part and may be revoked at any time: and (3) if
X I give my consent to verify Medicaid eligibility with HCA and to subm	it claims for allowable services.
I do not give my consent to verify Medicaid eligibility with HCA and trefusal does not affect my child's access to services under the Individual	o submit claims for allowable services. I understand that my dualized Education Program.
Signature of Parent Date	