

MISHICOT SCHOOL DISTRICT
Mishicot, WI

EVALUATION REPORT FOR Brendan Casella (student)
DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross [REDACTED])

Date on which determination was made: 9/29/05

This student meets criteria for one or more of the following impairments:

- | | |
|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Visual impairment (complete "Need for Braille") |
| <input type="checkbox"/> Cognitive disability | <input type="checkbox"/> Significant development delay (first consider other areas as the primary disability) |
| <input type="checkbox"/> Orthopedically impaired | <input checked="" type="checkbox"/> Specific learning disability (complete "Additional Documentation Required for Learning Disabilities") |
| <input type="checkbox"/> Other health impairment | <input checked="" type="checkbox"/> Speech or language impairment |
| <input type="checkbox"/> Emotional Behavioral Disability | <input type="checkbox"/> Hearing impairment |
| <input type="checkbox"/> Traumatic brain injury | <input type="checkbox"/> None found (complete section III on page 2) |

I. For each impairment identified, document how the student meets the criteria:
Brendan continues to demonstrate delays in his basic reading and reading comprehension skills. Brendan demonstrates a delay in classroom achievement in these areas and an information processing deficit in the area of manipulation (difficulties summarizing and interpreting information), difficulties in hearing information, difficulties understanding multiple contexts. Brendan continues to demonstrate significant delays in his receptive and expressive language skills, memory, vocabulary, sentence comprehension, pragmatics, and areas of abstract language (CELF-4 Core = 66; CASL = scores range from 68-83). Brendan's language delays impact him educationally and socially.

II. By reason of the impairment(s) identified, does this student need or continue to need special education?
 Yes No

To guide this analysis, consider whether the child's needs can be met in the regular education program as structured at the time of the evaluation; whether there are modifications that can be made to the regular education program to meet the child's needs and to allow the child to access the general education curriculum and meet the educational standards that apply to all children; and, any additions or modifications that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports.

Brendan continues to demonstrate delays in his basic reading, reading comprehension, and language skills, both receptively and expressively. Brendan needs individualized instruction, which the regular education environment alone does not provide. He needs special education services and supports to help him be successful in school and to help meet his needs.

EXHIBIT 219
06 CF 88
DATE: 04-21-07 RB
Initials

MISHICOT SCHOOL DISTRICT
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EVALUATION REPORT FOR Brandon Cassey (student)
DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION

III. Were impairments considered and rejected? Yes No
If yes, document which one(s) and how the student did not meet the criteria:

	NAME AND TITLE	SIGNATURE	AGREE	DISAGREE
<p>Each IEP team participant must sign at the right and indicate whether he/she agrees with this evaluation report. If this statement does not reflect his/her conclusions, then that IEP team participant must also attach a statement with his/her conclusions.</p>	Mara Waldman-Kuhn	M. Waldman	✓	
	Barbara Janda	Barbara Janda	✓	
	Mary Moore / LD Teacher	Mary Moore	x	
	Amy DeJare / Speech Therapist	Amy DeJare	✓	
	K. Schenkberger / Gross School	K. Schenkberger Gross	x	

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Summary of information from additional tests and other evaluation materials given. Attach other pages as needed, and also attach participant summaries of findings which will assist in program planning. (Note: only those IEP team participants who administered additional tests and other evaluation materials must complete a summary of findings to be attached)

Were tests or other evaluation materials administered in accordance with the instructions provided by the publisher or producer of the tests? Yes No
If no, describe the extent to which there were variations from standard conditions such as qualifications of the evaluator or methods of test administration:

CELF-4

Core = 66

Receptive = 70

Expressive = 63

Language Memory = 58

*Brendan demonstrates significant delays in his language and language memory skills.

CASL

Idiomatic Language = 68

Sentence Comprehension = 76

Nonliteral Language = 83

Inference = 78

*Brendan demonstrates delays in his language skills.

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EVALUATION REPORT FOR: *Brendan Pussey* (student)

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Type of Evaluation:

Initial

THIS EVALUATION REPORT INCLUDES THE FOLLOWING (Check ALL that apply):

Reevaluation

<input checked="" type="checkbox"/> Y	Information from review of existing data	<input checked="" type="checkbox"/> X	Additional documentation required when child is evaluated for learning disabilities	<input type="checkbox"/> Y	Determination of eligibility for special education
<input checked="" type="checkbox"/> X	Information from new or additional tests	<input type="checkbox"/>	Recommendations for child found not to be a child with a disability (impairments and need for special education)	<input type="checkbox"/>	Documentation for determining Braille needs for a child with a visual impairment
<input checked="" type="checkbox"/> X	Participant summaries of findings (only required if new or additional tests or other evaluation materials were administered)				

INFORMATION FROM REVIEW OF EXISTING DATA

- A. Summary of previous evaluations.
Evaluation dated from September 1996 revealed overall well below average to below average cognitive ability, below average visual motor integration skills, and delays in Brendan's academic and language skills. Brendan met criteria for a specific learning disability and for a speech language impairment and began receiving special education services.
- B. Information provided by parents.
Brendan's mother participated in the IEP team process; she indicated that she has no specific concerns about Brendan at that time.
- C. Previous interventions and the effects of those interventions.
Head start; special education services and supports (helpful)
- D. Current classroom based assessments and observations.
Prepared for class, some daydreaming, quiet and introverted in class, participates in class only when called on and if he does not know the answer he shrugs his shoulders, late and missing assignments.
- E. Observations by teachers and related service providers.
uses minimal eye contact, gestures, and variation of pitch in conversations in therapy and in the classroom, willingly participated in speech language therapy sessions.

A Summary of Brendan's Evaluations

Three year reevaluation results from November 1999 revealed overall well below average to below average cognitive ability, delays in Brendan's language, reading, written language, and spelling skills, and average math skills. Brendan continued to be in need of services. Three year reevaluation results from October 2002 revealed borderline to below average cognitive ability, average math skills, and delays in Brendan's language, reading, and written expression skills. Brendan continued to meet criteria for a specific learning disability and speech/language impairment and he continued to be in need of special education services.

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**WORKSHEET FOR CONSIDERATION OF EXISTING DATA TO DETERMINE
IF ADDITIONAL TESTS OR EVALUATION MATERIALS ARE NEEDED**

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Name of student:

Brandon Passey

Note: It is optional to have an IEP team meeting to consider existing data. If a meeting is held and this form is used as documentation of that meeting, complete a Cover Sheet (I.2) and Sections I and II below. If no meeting is held, this form is used to document the input and decision of the IEP team participants. Complete sections I, II, III, and IV and the name of the person completing the form.

I. List of information reviewed:

Information in cum and special education files

II. Action to be taken as a result of review and considering the existing information/data:

Additional tests or other evaluation materials are needed

No additional tests or other evaluation materials are needed

III. Documentation of parent involvement (including dates and method) and their input:

Phone calls 9/1/05, 9/8/05, and 9/13/05; Consents 9/2/05 and 9/13/05
9/14/05 Brandon's mother signed consent agreeing to additional testing

IV. List of others involved and their input (including dates):

9/05 Amy Latave → Additional testing is necessary in order to determine if Brandon is ready for dismissal from speech/language therapy.

9/05 Mary Nowacek, Kris S. Gross → Additional ~~input~~ testing (cognitive, achievement) is not necessary at this time; testing will be conducted Brandon's senior year.

Worksheet completed by:

Kris Schoenenberger-Gross, School Psychologist