

# Manheim Central School District

## REEVALUATION REPORT (RR)

<b>Student Name:</b> Clark Kent		<b>Student Birth Date:</b> 06/06/2001	
<b>Age:</b> 22		<b>Grade:</b> Tenth grade	
<b>Date of Report:</b> 12/06/2023		<b>Date Report Provided to Parent/Guardian/Surrogate:</b> 12/01/2023	
<b>School Student is Attending:</b> Manheim Central High School		<b>Local Education Agency (LEA):</b> Manheim Central School District	
<b>County of Residence:</b> Lancaster		<b>Current Educational Program:</b> 01 - Itinerant/Learning	
<b>Name of Parent/Guardian/Surrogate:</b>			
<b>Address:</b>	101 Smallville RD	<b>Phone: (H)</b>	5555555555
	Smallville, Kansas 10111	<b>Phone: (W)</b>	
<b>Other Information:</b>			
<b>Date IEP Team Reviewed Existing Evaluation Data:</b> 10/06/2023			
<p>The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.</p>			
<b>I. SUMMARIZE INFORMATION REVIEWED</b>			
<b>Complete Items 1-7 for all students</b>			
<b>1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:</b>			
<b>EDUCATIONAL HISTORY:</b>			
<p>Clark attended kindergarten through grade 4 at Doe Run Elementary. He entered Manheim Central Middle School in grade 5 and is currently in 6<sup>th</sup> grade. In first and second grades, Clark received targeted reading intervention support services in response to some gaps in literacy skills. He was dismissed each year due to achieving At-Benchmark status on various DIBELS assessments. In third grade, Clark's parents requested that Manheim Central School District complete a school-based evaluation to determine if he might have a learning disability. The results of that evaluation, dated January 4, 2021, indicated that Clark was identified as a student with a Specific Learning Disability in the area of basic reading skill.</p>			
<p>Currently, Clark receives Itinerant Learning Support services. He participates in the regular education classroom for all academic areas, Encore (STEM, Health, Physical Education, Art, Tech Ed, Music) and Band.</p>			
Summary of IEP Goals – Mastery			
Grade 3	April 2021	Mastered Sight Word reading goal at 2 <sup>nd</sup> grade level	
	April 2021	Mastered Oral Reading Fluency goal at 2 <sup>nd</sup> grade level	
	May 2021	Mastered Sight Word reading goal at 3 <sup>rd</sup> grade level	
Grade 4	March 2022	Mastered Oral Reading Fluency goal at 3 <sup>rd</sup> grade level	
	June 2022	Mastered Oral Reading Fluency goal at 4 <sup>th</sup> grade level	
Grade 5	April 2023	Mastered Oral Reading Fluency goal at 5 <sup>th</sup> grade level	
<b>PHYSICAL HISTORY:</b>			
Nurse Report			
<b>SOCIAL HISTORY:</b>			
Clark is described as a happy, kind, friendly, and respectful learner. He enjoys social interactions and gets along well with his peers and adults alike.			

**FUNCTIONAL PERFORMANCE:**

Concerns regarding Clark' inattentiveness have been reported by both home and school. He struggles with staying focused on the task at-hand and often requires prompting and redirection to regain his attention. Clark' social skills as demonstrated are age appropriate.

**Behavior:** No issues, kind and helpful to his classmates. He asks for help and clarification when needed and takes direction well. He is on task and willing to try new things

**Organization:** No concerns reported.

**Social:** Clark is relatively quiet but seems to come alive more in non-academic situations (like Baron Time). He can be a little silly sometimes but never out of line. Clark interacts well with his peers. Clark interacts well with his peers in his small group lesson setting.

**Daily living/Self-help:** Clark is independent with self-help and daily living skills. Clark is independent throughout the school building.

**Attendance 2023-2024:** 3 excused absences for an Educational Trip.

**Behavior Incidents/ Logs:** 0

**2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):****Parent Report - Lisa Moore 10/3/2023**

**1. What are your child's best subject areas in school?** Science, Stem, and Social Studies. Hands on learning appeals to Clark. He has recently shown an interest in History.

**2. What academic difficulties does your child experience in school?** Clark struggles with reading and decoding words. He frustrates easily and tends to "skip" things he doesn't understand at a first glance.

**3. What social or emotional concerns do you have for your child in school?** We are concerned his poor reading will impact relationships with peers leading to increased anxiety and lower self esteem.

**4. Describe your child's social relationships with their peers and adults.** Clark is very polite and responsible. He seems to have chosen a good peer group. As parents we are proud of how Clark interacts with others.

**5. Describe your child's ability to focus and sustain attention to tasks.** Clark is very focused on things he is interested in. All other tasks of lesser interest require much re-direction.

**6. Describe your child's ability to plan ahead, organize materials, and complete tasks.** He lacks this ability unless constantly reminded or if HE is highly interested in task.

**7. Please describe any significant events in your child's developmental history.** The only thing that we can think of is the loss of his grandmother in May. They were very close and Clark can get emotional or struggle in area in which she played a role.

**List academic/social/emotional strengths:**

Clark is generally an energetic, funny and positive child. He loves hand on activities. Building and designing things are hobbies which we encourage.

**List academic/social/emotional needs:**

Clark needs additional help with reading and math. He could use additional reinforcement that it is OK to make mistakes.

**3. Aptitude and achievement tests:****ACHIEVEMENT FUNCTIONING:****Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)**

Clark' academic achievement was assessed using the Wechsler Individual Achievement Test – Fourth Edition (WIAT-4). Clark was administered the WIAT-4 on November 9 and 10; 2023 by Amy Kopp, School Psychologist at the Manheim Central Middle School. The WIAT- 4 is an individually administered test of academic achievement that produces standard scores to assess academic skills in the areas of listening, speaking, reading, writing, and mathematics. For the purpose of this evaluation, Clark was administered the Reading, Written Expression, Mathematics, and Decoding Composites subtests. Composite scores represent a summary of performance in a particular area. Clark' scores are reported below:

**WIAT-4 Composite Score Summary**

Composite	Standard Score	Percentile Rank	Qualitative Description
<b>Total Achievement</b>	<b>76</b>	<b>5</b>	<b>Below Average</b>
<b>Reading</b>	<b>88</b>	<b>21</b>	<b>Average</b>
<b>Written Expression</b>	<b>70</b>	<b>2</b>	<b>Below Average</b>
<b>Mathematics</b>	<b>82</b>	<b>12</b>	<b>Below Average</b>
<b>Decoding</b>	<b>82</b>	<b>12</b>	<b>Below Average</b>

**Summary of WIAT-4 Subtest Scores**

Subtest	Standard Score	Percentile Rank	Qualitative Descriptor
Reading Comprehension	98	45	Average
Math Problem Solving	87	19	Average
Sentence Composition	84	14	Below Average
Essay Composition	66	1	Low
Word Reading	83	13	Below Average
Pseudoword Decoding	84	14	Below Average
Numerical Operations	81	10	Below Average
Oral Reading Fluency	81	10	Below Average
Spelling	76	5	Below Average

**Subtest Component Score Summary**

Subtest	Standard Score	Percentile Rank	Qualitative Descriptor
Sentence Combining	92	30	Average
Sentence Building	82	12	Below Average

\*Standard scores were based on an average score of 100. The percentile column reflects the percent of the general population that Clark' score exceeded.

**4. Current classroom based assessments and local and/or state assessments****SUMMARY OF STATE and LOCAL ASSESSMENTS****Independent Reading Level Assessment: IRLA****American Reading Company Independent Reading Level Assessment (IRLA)**

ARC is a comprehensive reading program for students in grades K-12. Resources are available in print and online formats and address the instructional shifts of the Common Core Standards. ARC Core uses individual student IRLA data to project each student's reading growth at the end of the course or year, as well as a summary of growth across each classroom. It should be noted that ARC does not measure a student's instructional level; rather, it is intended to assess a student's pleasure reading level. A pleasure reading level is typically lower than that of an instructional level.

Date	IRLA Level	Date	IRLA Level
September 2018	0.6	October 2020	2.02
October 2018	1	February 2021	2.25
December 2018	1.3	March 2021	2.5
February 2019	1.6	September 2021	3
September 2019	1.6	November 2021	3.21
October 2019	1.6	February 2022	3.36
November 2019	1.6	May 2022	4
February 2020	2.08	November 2022	2.53
September 2020	2	May 2023	3.17

**STAR Reading Assessment**

STAR READING is a standards-based, computer-adaptive assessment that measure students' reading comprehension, monitors achievement and growth, and tracks understand of focus skills aligned to Pennsylvania learning standards.

Date	Standard Score	Grade Equivalent	Percentile Rank
Gr 4 January 2022	1031	4.9	63
Gr 4 May 2022	986	3.9	29
Gr 5 September 2022	1051	5.6	59

Gr 5 October 2022	992	3.9	23
Gr 5 December 2022	984	3.8	18
Gr 5 January 2023	1000	4.1	23
Gr 5 March 2023	1026	4.8	34
Gr 5 May 2023	982	3.7	13
Gr 6 September 2023	1003	4.2	15

### STAR Math Assessment

STAR Math progress monitoring provides educators with quick and accurate estimates of students' instructional math levels. It assesses math levels relative to national norms. It also provides the means for tracking growth in a consistent manner longitudinally for all students. Scaled Score (SS) - Scaled Scores are calculated based on the difficulty of the questions and the number of correct responses. The Scaled Score is useful for comparing student performance over time and across grades. Percentile Rank (PR) - Percentile Rank scores range from 1 to 99 and express student ability relative to the scores of other students in the same grade.

Date	Standard Score	Grade Equivalent	Percentile Rank
Gr 4 September 2021	958	3.7	41
Gr 4 January 2022	972	4	38
Gr 4 May 2022	966	3.9	23
Gr 5 October 2022	961	3.8	17
Gr 5 December 2022	996	4.5	30
Gr 5 March 2023	1022	5.1	40
Gr 5 May 2023	1042	5.7	48

### Classroom Diagnostic Tools - CDT Math

The Classroom Diagnostic Tool (CDT) is a computer adaptive diagnostic assessment designed to measure both student mastery and growth in achievement for the PA Core Mathematics standards.

Date	Scaled Score	Num & Op	Alg	Geo	Meas-Pro
Gr 5 September 2022	630	591	524	718	691
Gr 6 September 2023	839	855	875	778	847

### Pennsylvania System of School Assessment (PSSA):

In grades 3-5, Clark was assessed using the Pennsylvania System of School Assessment (PSSA). Each subject was scored between Advanced and Below Basic. Advanced scores explain superior performance related to the skills assessed. Proficient scores reflect a solid understanding and satisfactory performance on the related skills. Basic performance indicates limited understanding and additional instruction, and support are necessary to reach proficiency. Finally, Below Basic performance describes that there is very limited understanding of the content, and there is a need for additional instruction in this area. Clark's PSSA scores follow:

#### Grade 5 (2023)

ELA	970	Basic	Proficient Range (1000-1139)
Math	964	Basic	Proficient Range (1000-1113)

#### Grade 4 (2022)

ELA	885	Below Basic	Proficient Range (1000-1107)
Math	871	Below Basic	Proficient Range (1000-1107)
Science	1354	Proficient	Proficient Range (1275-1483)

**Grade 3 (2021)**

ELA	965	Basic	Proficient Range (1000-1143)
Math	930	Basic	Proficient Range (1000-1110)

**Report Card Grades** (as of / /2023)

	MP 1
Math 6	
ELA 6	
Social Studies 6	
Tech Ed 6	
Health/PE 6	

**PROGRESS ON IEP GOALS:**

**GOAL:** Given a non-controlled passage at the fourth grade level, Clark will orally read 113 words correct per minute with 95% accuracy on word recognition on three consecutive weekly probes.

January 2022 Goal not addressed; objective not yet mastered..

March 2022 Clark read an average of 93.8 words correct per minute with an average of 95.5% accuracy.

June 2022 Clark mastered this goal by reading an average of 113.5 words correct per minute with an average of 96.3% accuracy.

*\*Goal mastered and ended with IEP Revision 5/4/2022. New fluency goal will be monitored in the 2022-2023 school year.*

**Objective:** Given a non-controlled passage at the third grade level, Clark will orally read 101 words correct per minute with 95% accuracy on word recognition on three consecutive weekly probes.

January 2022 Since the development of the new IEP, Clark read an average of 100.4 words correct per minute with an average of 98.2% accuracy.

March 2022 Clark mastered this objective by reading an average of 115.4 words correct per minute with an average of 97.6% accuracy.

*\*Objective mastered.*

**FUNCTIONAL PERFORMANCE:**

Clark is described as a happy, kind, friendly, and respectful learner. He enjoys social interactions and gets along well with his peers and adults alike. Concerns regarding Clark' inattentiveness have been reported by both home and school. He struggles with staying focused on the task at-hand and often requires prompting and redirection to regain his attention. Clark' social skills as demonstrated are age appropriate.

**Behavior:** No issues, kind and helpful to his classmates. He asks for help and clarification when needed and takes direction well. He is on task and willing to try new things

**Organization:** No concerns reported.

**Social:** Clark is relatively quiet but seems to come alive more in non-academic situations (like Baron Time). He can be a little silly sometimes but never out of line. Clark interacts well with his peers. Clark interacts well with his peers in his small group lesson setting.

**Daily living/Self-help:** Clark is independent with self-help and daily living skills. Clark is independent throughout the school building.

**Attendance 2022-2023:** 3 excused absences for illness.

**Behavior Incidents/ Logs:** 0

**5. Observations by teacher(s) and related services provider(s), when appropriate:****CLASSROOM TEACHER REPORT: Jessica Eiceman, Math (10/12/2023)**

**Academic Performance in Reading:** I have not had much experience with Clark's performance in reading during math class. He does not seem to have any issues reading and comprehending our class notes or any word problems.

**Academic Performance in Writing:** I have not yet seen any writing samples from Clark in math class.

**Academic Strengths:** Clark has a strong work ethic and a strong desire to do well. He asks questions when needed and is able to understand new information and step-by-step processes, especially when they're delivered in a one-on-one setting.

**Academic Need Areas:** Clark could benefit from practice with math facts, as these will help him with all of our future topics.

**Social/ Behavioral Performance:** Clark gets along very well with his peers. He's able to work well independently and also with others. His behavior and social skills are appropriate and positive.

**Specially Designed Instruction regularly used in Math:**

- Preferential seating near point of instruction
- One-on-one reteaching of topics following full-group instruction
- Frequent check-ins during independent work
- Offer to read word problems out loud, but he typically tells me he is okay with reading them himself

**CLASSROOM TEACHER REPORT: Emily Fleck, ELA (10/17/2023)**

**Academic Performance in Reading:** His IRLA level is white which is equivalent to a 3rd grade level.

**Academic Performance in Writing:** He struggles with adding details to his writing, proofreading his work, and with spelling.

**Academic Strengths:** He has a desire to do well and participates in class.

**Academic Need Areas:** comprehension, asking for help when needed, and staying focused

**Social/ Behavioral Performance:** He is respectful and wants to do well. He is well-liked by his peers but can be easily distracted by them. He is prepared for class and follows classroom routines.

**Specially Designed Instruction regularly used in ELA:**

Preferential seating, frequent checks for understanding, modified tests and assignments, read aloud directions, available audio books, extended time

**Additional Information/Concerns:** His mother emailed me and mentioned that when she was helping him with reading a nonfiction chapter and responding to the comprehension questions for that chapter, he seemed to lose his answers when he was looking for the letters to type.

**CLASSROOM TEACHER REPORT: Michelle Rennix, Social Studies (10/18/2023)**

**Academic Performance in Reading:** Social Studies requires a lot of reading. Clark appears to be doing well and retains information. I'm not sure if he uses audio of texts that are provided. He chooses not to test in a separate room when we have quizzes and has averaged 90% on three (adapted) quizzes so far. Sometimes when reading directions, Clark may miss things.

**Academic Performance in Writing:** Clark expresses himself clearly and varies his sentence structure. He uses transitions and provides detail. He sometimes misses when commas are needed or does not capitalize proper nouns.

**Academic Strengths:** positive attitude, respectful, works well with peers, participates in small group discussions, completes assignments on time, motivated, prepared for class

**Academic Need Areas:** reading comprehension, asking for help when needed

**Social/ Behavioral Performance:** Clark works well in groups and contributes a lot to the conversations and tasks. Sometimes he can become distracted talking with a friend, but he gets back to work quickly when reminded. He does not like to be seen as needing help.

**Specially Designed Instruction regularly used in Social Studies:**

- Audio of text provided
- Adapted quizzes (less reading requirements)
- Frequent checks for understanding
- Verbal redirection

**6. Teacher recommendations:**

Clark' Learning Facilitators endorse Clark' continued need for Special Education Services and Supports. The adaptations and supports that Clark receives are supporting his success at this time.

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

- Yes  No Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence: A review of Clark's records does not indicate a lack of appropriate reading instruction. Manheim Central School District employs highly qualified teachers for instruction in this area. No evidence exists to document inappropriate reading instruction.
- Yes  No Lack of appropriate instruction in math. Provide evidence: A review of Clark's records does not indicate a lack of appropriate mathematics instruction. Manheim Central School District employs highly qualified teachers for instruction in this area. No evidence exists to document inappropriate mathematics instruction.
- Yes  No Limited English proficiency. Provide evidence: Clark's primary language is English. English is the language spoken in Clark's home. Limited English Proficiency is not a factor.

**II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS:****Based on all evaluation data reviewed, complete item 1 or item 2.****1.  The IEP Team determined that additional data are not needed.**

**Reason(s) additional data are not needed:** The results of the above information indicate that Clark is making progress toward his goals within his IEP. The data further indicates that Clark continues to qualify for and to be in need of specially designed instruction. Observation and assessment data indicate that additional data to make this determination are not needed at this time.

Conclusion: Complete section A or B or C

**A.  The student has a disability AND continues to need specially designed instruction.****i. Disability Category**

Primary disability category: Other Health Impairment

Secondary disability category(s), if any:

Tertiary disability category(s), if any:

Quaternary disability category(s), if any:

**ii. Summary of Findings**

Student's educational strengths and needs:

Strengths:

- Clark is a happy, positive, friendly, kind, energetic, and respectful learner
- Clark is a responsible learner by being prepared for class, is a good participant in class, is a positive partner during group activities, completes his assignments on time, and follows classroom routines and directions when asked
- Clark has age appropriate self help skills and can navigate throughout the school building independently
- Clark has a strong desire to do well, to be independent, and to be viewed as not in need of assistance
- Clark enjoys hands-on learning opportunities (such as building, creating, designing, etc.)
- In Social Studies, Clark is a motivated learner and retains taught information well
- Clark has strong social interactions with peers and adults
- Clark' overall intellectual functioning according to his cognitive assessment is reported to be within the Average to High Average Range

Needs:

- Support and Increase Clark' Basic Reading Skills (Decoding real and nonsense words)
- Support and Increase Clark' Reading Fluency Skills
- Support and Increase Clark' Written Expression Skills (Spelling, Capitalization/Punctuation, Sentence Structure and Formation, Mechanics and Grammar, and Essay Composition skills)
- Support and Increase Clark' Math Calculation skills
- Support and Increase Clark' Attention and Focus on tasks
- Support Clark' Working Memory needs

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

Academic Summary: Clark is currently a (#) grade student attending (building). He receives (level and type of support). Additionally, Clark receives (related services). Please refer to Section 4 of this RR.

Functional Performance:

Clark's functional performance is age appropriate.

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services): At this time the MDE/IEP team recommends a continuation of Clark's current specially designed instruction and related services. Specially designed instruction currently benefiting Clark includes but is not limited to the following:

Clark' team may want to consider the following Specially Designed Instruction (SDI) when creating his upcoming IEP:

- Provide frequent check-ins with Clark to ensure he is understanding the direction/task
- Provide Prompting and Redirections to regain Clark's attention and focus on-task
- Provide Clark with preferential seating near the point of instruction
- Provide reteaching when needed on topics in order for Clark to better understand the task or skill
- Offer to read aloud directions/questions during classwork and assessments
- Allow Clark extended time on classwork and assessments
- Provide adapted/modified classwork to match Clark' instructional level
- Clark should have access to adapted/modified assessments when needed to support his reading/writing/math needs
- Provide access to audiobooks when available
- Extended Time on assignments/assessments

OR

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

OR

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

2.  **The IEP team determined that there is a need for additional data.** The LEA must issue the *Permission to Reevaluate – Consent Form* and administer tests and other evaluation materials as may be needed to produce the data below.

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

Conclusion: Complete section A or B or C

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

OR

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

OR

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

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

**DETERMINATION OF SPECIFIC LEARNING DISABILITY**

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

**Provide documentation for items 1-10.**



1. **The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.** This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

The results of this evaluation found that Clark does not achieve adequately for his age in the following areas: Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, and Mathematics Problem-Solving

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

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

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

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

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

**The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:** A severe discrepancy was found between Clark's cognitive ability and his academic achievement based on the severe discrepancy criteria.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

3. **The instructional strategies used and the student-centered data collected:** A response to scientific research-based interventions was not utilized.

A response to scientific research-based interventions was not utilized. However, Clark has received the following interventions/programs:

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

4. **The educationally relevant medical findings, if any:** This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

5. **The effects of the student's environment, culture, or economic background:** Clark's environment, culture and/or economic background are not relevant to referral issue.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

6. **Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:** This section is not applicable, as Clark has not currently been found to be a student with a Specific learning Disability.

7. **Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:** A severe discrepancy model was utilized in this evaluation, not a response to scientific research-based interventions.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

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

**the student's academic functioning:** Please refer to the observation in section 2B of the current report.  
This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**9. Other data, if needed, as determined by the evaluation team:** No additional data was determined to be needed at this time.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

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

**Visual, hearing, motor disability:** There is no known evidence of a visual, hearing, or motor disability at this time.  
This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Intellectual disability:** Clark's intellectual ability scores showed significant discrepancies. The potential for average cognitive ability was found when assessing verbal ability.

No evidence of an Intellectual Disability was substantiated through the re-evaluation process.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Emotional disturbance:** Clark's social and emotional functioning was not indicative of an emotional disturbance.

No evidence of an Emotional Disturbance was substantiated through the re-evaluation process.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Cultural factors:** There are no known cultural factors that are impacting Clark's learning at this time.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Environmental or economic disadvantage:** There are no known environmental or economic disadvantage factors that are impacting Clark's learning at this time.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Limited English proficiency:** Limited English Proficiency was not a factor that is impacting Clark's learning at this time.

This section is not applicable, as Clark has not currently been found to be a student with a Specific Learning Disability.

**Upon completion of the SLD Component, attach and/or incorporate this information into Section II Item 2 of the completed *Reevaluation Report*.**

Child's Name: Clark Kent

Date of Report: 12/06/2023

# Manheim Central School District

<b>Reevaluation Team Participation</b>			<b>Agreement and Disagreement required ONLY when evaluating students for specific learning disability.</b>
Reevaluation Team Participants*	Title	Signature	Agree/Disagree**
Burk Hulst	Psychologist		<input type="checkbox"/> Yes <input type="checkbox"/> No

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

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

Pamela Watts	717.664.8546	wattsp@manheimcentral.org
LEA Representative Name	Phone Number	Email Address

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

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