



Disability Suspected Form

STUDENT: Hoops Bobby **Birthdate:** 1/1/2000
Last (legal) **First (not nickname)** **M.I.**

Gender: **Male** **Female** **Grade:** 3 **Teacher/Service Provider:** Mr. Hallmark

Resident District: Jordan Creek **Building:** East Wing

Attending District: Jordan Creek **Building:** East Wing

Are there data to suggest:

- the child is affected by a health or physical condition or a functional limitation that adversely affects educational performance (e.g., a progressive condition, a condition strongly associated with adverse effects on developmental progress or educational performance)
- there has been a significant status change due to a health or medical condition, injury, etc. – for example a traumatic brain injury
- there is an obvious and immediate need for service that may exceed the capacity of general education to provide (e.g., progressive loss of sight requiring Braille and orientation and mobility instruction).
- the child’s performance is below standards or expectations, is unique compared to others, and not explained by more plausible factors (i.e., attendance or cultural factors). Summarize:

- the status the child’s hearing and vision:

Hearing screening on 10/3/08 and vision screening on 12/5/08 indicate Bobby hears and sees within expected ranges.

- the information which suggests the child’s educational performance falls persistently below state approved standards or typical developmental or behavioral expectations for age and grade level:

Reading: 1st and 2nd grade DIBELS ORF scores have all been in the at-risk range; Spring 09 ITBS – 11th percentile rank (Iowa); Teacher reports that Bobby has struggled to make progress this year and is below other peers in the area of reading

Math: Spring 09 ITBS – 15th percentile rank (Iowa); teacher reports that Bobby scores below passing on most assignments and tests

- how the child’s performance is unique when compared to others in the same setting:

Reading: 82% of students in Bobby’s 2nd grade class scored at the 41st percentile rank (Iowa) or above while Bobby scores at the 10th percentile; Bobby falls at the 5th percentile rank on AEA norms in the area of reading fluency. This is the second lowest score in the grade.

Math: 75% of Bobby’s second grade class scored at or above the 41st percentile rank (Iowa) on the ITBS; Bobby scored in the bottom 2 in the last 3 math tests in his class (below 60% on each test; average 87%). This is the lowest performance of anyone in the class

- other plausible explanations that may account for the child’s lack of educational performance, (i.e., lack of appropriate instruction, language other than English, lack of prior knowledge, cultural expectations, attendance or mobility):

Based on a review of existing evidence and interviews with parents, there appear to be no other plausible explanations that may account for Bobby’s current performance are apparent at this time.

Documentation of Decision:

Participants involved in decision:

| Name | Position | Name | Position |
|--------------|---------------------------|--------------|------------------------------|
| Mr. Hallmark | General Education Teacher | Ms. Carlton | Principal |
| Ms. Hoops | Parent | Ms. American | Special Education Consultant |
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Is disability suspected? Yes No

Date: 9/27/09

Note:

- Written parental consent for a full and individual initial evaluation must be sought when disability is suspected.
- Prior Written Notice of a refusal to conduct an evaluation must be provided when parents have requested an evaluation and disability is not suspected.
- This form must be retained as a part of the student’s records.