

Superior Court of Washington  
County of Thurston

In re :

Jennifer Como

No. 19-2-30942-34

**NORTH THURSTON SCHOOL  
DISTRICT NOTICE OF IEP  
MEETING**

Petitioner,

and

James Fowler

Respondent.

**JORDAN R. COMO**  
Student ID: 231399  
WA SSID: 4325083392  
Date of Birth: 06/05/2012

**North Thurston School District**  
305 College St NE  
Lacey, WA 98516  
360-412-4482

### 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.

To: JAMES FOWLER, JENNIFER COMO Date Sent to Participants: 10/28/2019

This meeting has been scheduled for: Date 10/29/2019 Time 3:00 PM  
Location Lydia Hawk Elementary

If you have any questions or would like additional information or assistance to help you prepare for this Eligibility meeting, please contact ALOMA ALCALA at \_\_\_\_\_ e-mail aalcala@nthurston.k12.wa.us.

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 Initial meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Review Evaluation Reports | <input type="checkbox"/> Review Educational Progress |
| <input type="checkbox"/> Consider Transitional Services       | <input type="checkbox"/> Reevaluation Consideration  |
| <input checked="" type="checkbox"/> Eligibility Determination | <input type="checkbox"/> Other:                      |

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

Parent/Guardian  
School Psychologist  
General Education Teacher  
Administrator/Designee  
IEP Manager (SPECIAL ED STAFF)

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.

Strattera

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### Evaluation Summary

☒ Initial ☐ Reevaluation

Student Name: JORDAN R. COMO Student ID No.: 231399

Birth Date: 06/05/2012 Grade: 02 Age: 7

School: Lydia Hawk Elementary

Evaluation Group Meeting Date: 10/29/2019 Next Three Year Reevaluation Due Date: 10/29/2022

Primary language of student: English Primary language at home: English

Parent(s) name(s): JAMES FOWLER JENNIFER COMO

Parent interpreter needed? ☐ Yes ☒ No

Surrogate parent: ☒ No ☐ Yes If yes, name: \_\_\_\_\_

Evaluation Case Manager (Psychologist/SLP): Aloma Alcalá  
Title: School Psychologist

#### I. Review of Existing Data:

##### Date and reason for special education referral:

09/09/2019 - The Student Study team met regarding Parent referral for an evaluation on 9/13/19. The team reviewed data and concurred with parent that Jordan's disability is suspected of adversely impacting her social and academics performance. Jordan had shown progress towards the end of the year when treatment for ADHD had begun, however to date this year, Jordan has been frequently reluctant to cooperate with teacher requests to complete assignments. Jordan has left class without permission and also has been physically aggressive with her peers, including hitting and kicking other students.

##### Description of specific strategies and interventions used to date and the effectiveness of each on student achievement and/or adjustment:

Jordan has had a daily check in check out system last year. Jordan has had different variations of behavior reinforcement charts and allowed frequent breaks and other accommodations per 504 plan. Jordan was treated for ADHD with medication until recently. Jordan has had weekly 1:1 sessions with district mental health therapist since kindergarten. Jordan has participated in lunch group with the counselor last year. Jordan and teacher have had regular communication. Jordan has had Title 1 small group as well as individualized intervention.

##### Academic or pre-academic record information:

#### II. Eligibility Decision:

Meets Eligibility Criteria: ☒ Yes ☐ No

##### 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.

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### Evaluation Summary

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

##### **1. Special Education services including specially designed instruction:**

<b>SDI</b>	<b>Area Assessed</b>	<b>Description</b>
Social Skills	Social/Emotional	Jordan would benefit from direct instruction designed to teach her skills to self regulate when frustrated, disappointed as well as help her develop executive functioning.
Reading	Academic	Jordan scored Below Average in reading on the WIAT. At this time, she would benefit from Specially Designed Instruction so that she doesn't fall further behind.
Written Language	Academic	Jordan scored Below Average in writing on the WIAT. At this time, she would benefit from Specially Designed Instruction so that she doesn't fall further behind.

##### **2. Related services:**

##### **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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### Areas of Evaluation

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#### Medical-Physical

Examiner Name: Aloma Alcala, School Psychologist, 10/28/2019

Date: 10/25/2019

##### Medical-Physical Findings:

###### Health and Developmental History

Jordan is described by her mom as a bundle of energy, who wants to be liked desperately. Jordan has a great imagination and is very creative. She also loves hands on activities and learning about science, especially about animals and bugs in particular.

Jordan lives with her mother, mother's partner and brother. Jordan has regular visits with her biological father on the weekends.

Jordan was born without complications and obtained developmental milestones within age expectancies. Ms. Como reports that she was a little colicky and had a history of RSV and some ear infections.

Jordan has a diagnosis of ADHD and was recently taken off of her prescription of Adderall XR because parent reported she was not tolerating side effects. Jordan has seen a school based mental health counselor, but does not any have outside therapies or current health concerns.

Ms. Como reports that Jordan is good at vocalizing and advocating for herself but it can be a challenge to express herself appropriately. Parent reports her biggest current challenge is Defiance. Parent also reported that Jordan has a tendency to HYPERFOCUS, and it appears that she is tuned out of everything else. Ms. Como suggested having a whisper or unique sound to get her attention when this occurs.

###### Medical Diagnosis

Dr. Doughily, MD of Kaiser Permanente, indicated a diagnosis of ADHD, since 5 years old.

###### Educational Implications

Decreased attention and hyperactivity causes disruption in her ability to learn. This also has a negative impact socially on her self esteem. Dr. suggests will most likely resolve with age.

###### Student:

###### Vision and Hearing Screening:

Hearing Test Date: 11/02/2018

Right Ear: Pass Left Ear: Pass

Vision Test Date: 11/02/2018

Near

Far

Right Eye: Pass Right Eye: Pass

Left Eye: Pass Left Eye: Pass

#### General Education

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### Areas of Evaluation

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On the Internalizing Problems Composite, Mrs. Ack reported a T-score of 74 in the Clinical range. The Composite includes Anxiety, Depression and Somatization. The scale was elevated due to a Clinical level due to high rate of Somatization (T score 85). Jordan often complains of pain, reports that she is sick, complains about physical problems, and her health.

Jordan does not present as sad at school, and she never says things like, I don't have friends or I can't do anything right. Jordan sometimes is irritable and can be easily upset. Jordan does seem to be worried often, according to Mrs. Ack's responses.

The Teacher indicated Clinical levels on the School Problems composite with a T-score of 73. The School Problems Composite consists of Learning Problem Scale (T-Score of 75) in the Clinical range and Attention Problem Scales (T-score of 67) in the At Risk range. This indicates that Mrs. Ack perceives Jordan's motivation and ability to maintain attention to academic tasks as problematic. Jordan displays academic deficits and has frequent difficulty staying on task, and completing assignments.

Jordan can often be slow to join group activities, and can have trouble making new friends easily. She reportedly never refuses to talk but can isolate herself from others sometimes. Overall she was rated in the Clinical range on Withdrawal subscale, T-score of 77.

Mrs. Ack reported Clinical levels of Atypicality (T-score 90), which indicates a frequent amount of immature or unexpected behaviors. Jordan often seems out of touch with the situation and may say things that make no sense. Jordan may do strange things, like draw all over face, or be consumed with something that is far removed from the group activity.

The Behavioral Symptom Index (BSI) is a combination of Hyperactivity, Aggression, Atypicality, Withdrawal and Attention problems and is an indicator of overall functioning. The BSI was rated with T-score of 81 in the Clinical Range.

The Adaptive Skills Composite is comprised of five scales, Adaptability, Social Skills, Leadership, Study Skills and Functional Communication. The Teacher's Report indicates Clinical levels on the Adaptive Skills Composite (T-Score of 26).

Jordan frequently has difficulty with transitions and changes in routines. It can be difficult for Jordan to recover from a set back (Adaptability, T-score of 27). Jordan sometimes uses social niceties like please and thank you, but doesn't often reach out to peers to compliment them or encourage others. Jordan does not typically show interest in others' ideas. Social Skills (T-score of 27)

Jordan demonstrates substantial challenges in her organizational work habits and has an extremely difficult time staying on task (other than her art) (Study Skills, T-score of 27). Jordan can be creative and sometimes has good suggestions for solving problems. Jordan does not work well under pressure and it can be challenging for her to make decisions quickly. Leadership Skills (T-score of 33). Jordan struggles at times in her Functional Communication skills (T score 33). Jordan can be frequently unclear when presenting ideas and may be off topic when responding to questions.

#### EXECUTIVE FUNCTIONING

Jordan's Overall Executive Functioning Index score is 68. This score falls in the Extremely Elevated classification range. Mrs. Ack reports that Jordan has difficulty in several areas of executive functioning, including problem solving, attentional control, behavioral control, and emotional control.

Jordan's Problem Solving Index score falls in the Extremely Elevated classification range, Mrs. Ack reports that Jordan often approaches academic tasks in a haphazard fashion, and is typically disorganized.

Jordan's Attentional Control Index falls in the Elevated classification range. Mrs. Ack reports that Jordan sometimes has trouble concentrating, following directions, and may have a tendency to make careless mistakes.

Jordan's Behavioral Control Index falls in the Extremely Elevated classification range. Mrs. Ack reports that Jordan has substantial difficulty maintaining her self control and has difficulty regulating impulsive behaviors.

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**Areas of Evaluation**

Test Name : Behavior Assessment System for Children - 3rd  
Edition (BASC-3) Teacher Rating Scales-(Rater  
1)

Date(s) Given: 10/21/2019

Professional/Examiner: Aloma Alcala Respondent: Nicole Ack

**Behavior Assessment System for Children-Third Edition**

The Behavior Assessment System for Children-Third Edition (BASC-3) is a norm-referenced rating scale designed to help identify a variety of emotional and behavioral disorders of children. The BASC-3 gathers information from parents, teachers, and the child. The instrument includes several composite and scale scores. The Behavioral Symptoms Index (BSI), or overall score, measures the overall level of behavioral problems. On the Clinical Scales, scores from 41 to 59 are considered average, and about two out of three children have scores within this range. Scores from 60 to 69 are considered at-risk and areas to be aware of and monitor. Scores of 70 and above are considered clinically significant and likely deserve attention/further follow up. However, on the Adaptive Scales, higher scores denote more positive behaviors. Scores from 41-59 are considered average, while scores of 31-40 are considered at-risk, and scores of 30 and below are considered clinically significant.

	T-Score	Percentile	Classification Range
<b>Externalizing Problems</b>	81	99	Clinical
<b>Internalizing Problems</b>	74	97	Clinical
<b>School Problems</b>	73	97	Clinical
<b>Behavioral Symptoms Index</b>	81	99	Clinical
<b>Adaptive Scales</b>	26	1	Clinical
<b>Hyperactivity</b>	71	96	Clinical
<b>Aggression</b>	74	95	Clinical
<b>Conduct Problems</b>	89	99	Clinical
<b>Anxiety</b>	61	88	At Risk
<b>Depression</b>	62	89	At Risk
<b>Somatization</b>	85	98	Clinical
<b>Attention Problems</b>	67	93	At Risk
<b>Learning Problems</b>	75	97	Clinical
<b>Atypicality</b>	90	99	Clinical
<b>Withdrawal</b>	77	98	Clinical
<b>Adaptability</b>	27	1	Clinical
<b>Social Skills</b>	27	1	Clinical
<b>Leadership</b>	33	4	At Risk
<b>Study Skills</b>	27	1	Clinical
<b>Functional Communication</b>	33	7	At Risk
<b>EXECUTIVE FUNCTIONING</b>			Extremely Elevated
<b>Problem Solving</b>			Extremely Elevated
<b>Attentional Control</b>			Elevated
<b>Behavioral Control</b>			Extremely Elevated

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### **Areas of Evaluation**

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#### **Academic**

Examiner Name: Tyler Clemens, Resource Room Teacher, 10/02/2019

#### **Assessment Summary:**

I was able to complete the test with Jordan in roughly an hour and a half on two separate testing periods. She was in a positive mood and, because there were minimal distractions, she was able to give her full attention to the test. She was also given multiple breaks during testing, which helped her to refocus when we had to go back to testing. Overall, Jordan followed my directions and gave her best effort. I feel her scores to be an accurate representation of her abilities in the given subject areas.

The WIAT III was administered on 10/2/2019. This assessment was given to measure academic abilities in the areas of reading comprehension, basic reading, written expression, and mathematics. The following are the results and recommendations.

**READING:** Jordan's total reading score fell in the Below Average range. The results of the reading test can be broken down further with percentiles in reading comprehension at the 7th percentile, word reading (sight words) at the 1st percentile, and pseudo-word decoding (ability to sound out words) at the 3rd percentile. Due to Jordan's overall reading score, it is recommended that she receive Specially Designed Instruction in reading.

**MATH:** Jordan's overall math composite score fell in the Average range, and her math fluency score fell in the Below Average range. The results of these math tests can be broken down further with percentiles in problem solving at the 19th percentile, and numerical operations in the 37th percentile. In Math Fluency – Addition, Jordan fell in the 7th percentile, and in Math Fluency – Subtraction, she fell in the 1st percentile. Due to Jordan's overall math score, it is recommended that she not receive Specially Designed Instruction in math.

**WRITTEN EXPRESSION:** Jordan's overall writing score fell in the Below Average range. When she was asked to combine sentences and create her own sentences, she was in the 1st percentile. When she was asked to spell, she was in the 2nd percentile. Due to Jordan's overall writing score, it is recommended that she receive Specially Designed Instruction in writing.