Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
4100 Arroyo Seco Way · Ridgeline Hollow, California 95999 · (555) 014-2200
Board approved March 12, 2024

2024-2025 INSTRUCTIONAL CALENDAR

Adopted by the Board of Education, Resolution 23-24-41. 180 instructional days.

Date	Event
Aug 13, 2024	First day of school (students)
Sep 2, 2024	Labor Day, no school
Oct 14, 2024	Staff development day, no school
Nov 11, 2024	Veterans Day, no school
Nov 25-29, 2024	Thanksgiving recess (5 school days)
Dec 23, 2024 - Jan 3, 2025	Winter recess (10 school days)
Jan 6, 2025	School resumes
Jan 20, 2025	Martin Luther King Jr. Day, no school
Feb 17, 2025	Presidents Day, no school
Mar 24-28, 2025	Spring recess (5 school days)
May 26, 2025	Memorial Day, no school
Jun 6, 2025	Last day of school (students)
Aug 12, 2025	First day of school, 2025-26

Trimester grading periods

Trimester	Dates	Report cards and IEP progress reports issued
1	Aug 13 - Nov 15, 2024	Nov 22, 2024
2	Nov 18, 2024 - Mar 7, 2025	Mar 14, 2025
3	Mar 10 - Jun 6, 2025	Jun 6, 2025

Minimum days: Wednesdays (early release 1:15 p.m.). Calendar subject to amendment by Board action.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Elias - reading

2 messages

Teresa Navarro-Quinn <tnavarroquinn@example.com> Thu, Sep 12, 2024 at 7:48 PM
To: Dana Whitcombe <dwhitcombe@rhusd.example.org>

Hi Ms. Whitcombe,

Thank you for meeting with me at Back to School Night. Like I said, Elias is really struggling with reading again this year. He still guesses at words and he cries during homework. Last year his teacher said he was "a year behind" and his reading test score was in the red again in the spring.

I would like the school to test Elias for special education and for dyslexia. His pediatrician diagnosed him with ADHD last year (I can bring the letter) and he also still has trouble saying his R's. My sister's son has dyslexia and it looks the same.

Please let me know what I need to do or sign. I can come in any morning before 8.

Thank you,
Teresa Navarro-Quinn
(555) 014-7731

Dana Whitcombe <dwhitcombe@rhusd.example.org> Fri, Sep 13, 2024 at 3:31 PM
To: Teresa Navarro-Quinn <tnavarroquinn@example.com>

Hi Mrs. Navarro-Quinn,

Thanks for reaching out. I am seeing some of the same things in class. Our process is to start with a Student Study Team (SST) so we can try some interventions first and gather data. I've added Elias to the SST list and Mrs. Sutter's office will send you a meeting date. Please do bring the doctor's letter to that meeting.

He is a sweet kid and a great helper in class!

Dana Whitcombe
5th Grade, Room 14
Oak Terrace Elementary

https://mail.rhusd.example.org/mail/u/0/?ik=4c1e&view=pt&search=all&permthid=thread-f:1809922174

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Student Study Team

STUDENT STUDY TEAM (SST) MEETING SUMMARY

Student: Elias Navarro-Quinn
Grade: 5
Date: 10/03/2024
School: Oak Terrace Elementary School
Teacher: D. Whitcombe
Meeting #: 1

Present

Gail Sutter, Principal (facilitator); Dana Whitcombe, Classroom Teacher; Owen Pratt, Education Specialist; Teresa Navarro-Quinn, Parent; Mei Tanaka, Reading Intervention Aide (notes).

Reason for referral

Teacher and parent concerns re: reading accuracy and fluency, spelling, attention to task. Parent requested special education testing and dyslexia testing by email 9/12/24 (copy in SST folder).

Strengths

Kind, helpful with peers, strong oral vocabulary, enjoys science and building, good number sense. Participates in discussions.

Concerns / data

Area	Data
Reading	i-Ready Reading (Aug 2024): Overall 461, placement Grade 3. DIBELS 8 ORF (9/18/24): 51 wcpm, 89% accuracy (grade 5 benchmark 111).
Spelling / writing	Writing sample 9/20/24: 4 sentences in 20 min, 11 of 38 words misspelled, phonetic errors.
Attention	Off task during independent work; needs 3-4 redirections per 20-min block (teacher estimate).
Speech	Parent and teacher note /r/ distortion. No prior speech services.
Health	Parent reports ADHD diagnosis (Dr. Marcus Ivers, 2023), no medication at this time. Vision/hearing screen passed 8/2024.

Interventions agreed (6 weeks)

Intervention	Who	Frequency
Tier 2 small-group phonics (SIPPS Extension)	M. Tanaka	4x/week, 30 min
Preferential seating, check-in/check-out	D. Whitcombe	Daily
Reduced spelling list (10 words)	D. Whitcombe	Weekly

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Parent request for assessment

Parent asked again whether Elias will be tested. Principal explained the team would like to review intervention data at a follow-up SST in about 6 weeks before deciding on a referral for special education assessment. Mr. Pratt explained that a parent may request assessment in writing at any time. Parent stated she had already asked in writing on 9/12. Team will follow up.

Follow-up

Follow-up SST tentatively 11/14/2024. Parent to provide pediatrician letter to office.

Signatures

Name	Role	Signature
Gail Sutter	Principal	G Sutter
Dana Whitcombe	Teacher	D. Whitcombe
Owen Pratt	Education Specialist	O. Pratt
Teresa Navarro-Quinn	Parent	Teresa N-Quinn

Original: cumulative file. Copy: parent. SST Form 2 (rev. 2022)

October 21, 2024

To Mrs. Sutter, Principal
Oak Terrace Elementary

Dear Mrs. Sutter,

I am writing again to ask that my son Elias Navarro-Quinn (5th grade, Room 14) be tested for special education. I first asked in writing on September 12 by email to Ms. Whitcombe. At the SST on October 3 I asked again. It has been more than a month and I have not gotten any papers to sign.

Elias is falling further behind. He told me he is "the dumbest one in class." He needs help now. I also want him tested for speech and for dyslexia.

I am attaching the letter from Dr. Ivers about his ADHD.

Please send me the testing papers this week.

Thank you,
Teresa Navarro-Quinn
Teresa Navarro-Quinn
(555) 014-7731

RECEIVED
OCT 22 2024
OAK TERRACE ELEM.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Ridgeline Hollow Pediatrics
880 Medical Plaza Drive, Suite 210 · Ridgeline Hollow, CA 95999 · (555) 014-3380

RECEIVED
OCT 22 2024
OAK TERRACE ELEM.

April 17, 2023

RE: Elias Navarro-Quinn DOB 03/14/2014

To Whom It May Concern:

Elias is a patient of this practice. He was evaluated in this office on 03/29/2023 and 04/12/2023 for concerns about attention and school performance. Based on history, parent and teacher Vanderbilt rating scales, and examination, he meets criteria for Attention-Deficit/Hyperactivity Disorder, combined presentation (F90.2).

The family has elected to begin with behavioral strategies; medication will be reconsidered at follow-up. I recommend that the school consider classroom accommodations, including preferential seating, frequent breaks, chunked assignments and extended time.

His parent also reports longstanding difficulty with reading and spelling. I recommend an educational evaluation to look for a learning disability.

Please contact me with any questions.

Marcus Ivers MD

Marcus Ivers, MD, FAAP

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

ASSESSMENT PLAN

Student: Elias Navarro-Quinn **DOB:** 03/14/2014 **Grade:** 5
School: Oak Terrace Elementary School **Primary language:** English **Date sent:** 10/29/2024
Parent: Teresa Navarro-Quinn, 2219 Larkspur Court, Ridgeline Hollow, CA 95999

Reason for assessment

☒ Initial assessment ☐ Triennial ☐ Other
Referral by: parent and SST. Concerns: reading accuracy and fluency, spelling, written expression, attention, articulation (/r/).

Areas to be assessed

Area	Assessor
☒ Academic / Pre-academic Achievement	Education Specialist
☒ Intellectual Development / Cognitive Processing	School Psychologist
☒ Language / Speech Communication Development	Speech-Language Pathologist
☒ Social / Emotional / Behavior	School Psychologist
☒ Health / Development	School Nurse
☐ Motor Development	
☐ Vocational / Transition	
☐ Adaptive Behavior	

Assessments may include standardized tests, observations, interviews, record review and rating scales. Tests will be given in the student's primary language. No individualized education program will result from this assessment without your consent. You will receive a copy of the Notice of Procedural Safeguards with this plan.

An IEP meeting will be held within 60 days of receipt of your signed consent, not counting days between school sessions or school vacations in excess of five school days.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Parent consent

☒ I give permission for the assessment described in this plan.
☐ I do not give permission for this assessment.

I have received a copy of the Notice of Procedural Safeguards (Parent Rights). ☒

Parent signature: Teresa Navarro-Quinn Date: 11/1/24

Parent comments: Please include dyslexia testing. Please do the speech test too.

District use only

Signed plan received: 11/1/2024 By: LF

60-day timeline entered in SEIS: 11/4/24 IEP due: 1/13/25

RECEIVED
NOV 01 2024
RHUSD SPECIAL ED.

RHUSD SPED Form AP-1 (rev. 7/2023). Copy to parent.

Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
4100 Arroyo Seco Way · Ridgeline Hollow, California 95999 · (555) 014-2200

PSYCHOEDUCATIONAL EVALUATION

Name: Elias Navarro-Quinn
DOB: 03/14/2014
Age: 10 years, 10 months
School: Oak Terrace Elementary School
Grade: 5
Teacher: D. Whitcombe
Parent: Teresa Navarro-Quinn
Testing dates: 12/9, 12/11, 12/12/2024
Report date: 01/15/2025
Examiner: Lila Fennimore, Ed.S., NCSP, School Psychologist

Reason for referral

Elias was referred for an initial psychoeducational evaluation by his parent and the Student Study Team due to concerns with reading accuracy and fluency, spelling, written expression and attention. His parent requested the evaluation in writing on 9/12/2024 and again on 10/21/2024. The assessment plan was signed on 11/01/2024. This assessment is intended to help the IEP team determine whether Elias is eligible for special education and, if so, what supports he needs.

Assessment procedures

Procedure	Date
Review of records (cumulative file, SST notes, i-Ready, DIBELS 8, report cards)	12/2/2024
Parent interview (phone) and developmental history questionnaire	12/3/2024
Teacher interview (D. Whitcombe)	12/4/2024
Classroom observations (ELA block; math block)	12/5, 12/10/2024
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)	12/9/2024
Wechsler Individual Achievement Test, Fourth Edition (WIAT-4), selected subtests	12/11/2024
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)	12/12/2024
Behavior Assessment System for Children, Third Edition (BASC-3): Parent and Teacher Rating Scales	12/2-12/13/2024
Conners 4: Teacher and Parent	12/2-12/13/2024

Background information

Developmental and health. Per parent, Elias was born at 38 weeks without complications. Motor milestones were within normal limits. He used single words at about 15 months. Parent recalls difficulty learning letter names and sounds in kindergarten. Vision and hearing screenings were passed in August 2024. A letter from Marcus Ivers, MD, dated 04/17/2023, reports a diagnosis of ADHD, combined presentation; Elias does not take medication.

Educational. Elias has attended Oak Terrace Elementary since kindergarten. Report cards from grades 2 through 4 show reading standards marked "1 - Beginning" and comments about difficulty "sounding out words" and "staying focused." He received Tier 2 reading support in grade 3 (spring) and grade 4 (fall). He was not previously referred for special education. Current i-Ready Reading placement (Aug 2024) is Grade 3.

Family. Elias lives with his mother and younger sister. English is the only language spoken in the home. Parent reports a maternal cousin with dyslexia.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Classroom observations

12/5/2024, ELA, 9:10-9:40 a.m. The class was reading a grade-level article in partners. Elias's partner read aloud most of the passage. When it was his turn Elias read the first sentence slowly, substituting "through" for "though" and skipping "particularly." He then asked to use the restroom and was out of the room 7 minutes. During independent written response he wrote one sentence. On-task behavior in 10-second momentary time sampling: Elias 46%, randomly selected peer 88%.

12/10/2024, Math, 11:00-11:30 a.m. During whole-group instruction Elias answered two questions correctly and volunteered often. During independent practice he completed 9 of 12 problems with 8 correct. On-task: Elias 74%, peer 85%. He needed one redirection.

Interviews

Teacher. Ms. Whitcombe describes Elias as "kind and curious" with strong oral contributions in science. She reports he avoids reading aloud, rarely finishes written work, and "melts down" when asked to write more than a few sentences. She estimates he completes about half of independent ELA work.

Parent. Mrs. Navarro-Quinn reports homework takes 2 hours or more and ends in tears most nights. She reads all text to him. She is concerned that "he thinks he is stupid." She has asked for help since second grade.

Student. Elias said reading is "the worst" because "the words move around and I forget them." His favorite subject is science. He would like "a teacher who reads it with me."

Validity

Elias was cooperative and put forth good effort. He needed frequent brief breaks and was redirected to task several times during the achievement testing. Results are considered a valid estimate of his current functioning.

Cognitive abilities: WISC-V

Standard scores have a mean of 100 and standard deviation of 15. Scaled scores have a mean of 10 and standard deviation of 3.

Index	Standard score	Percentile	95% CI	Descriptor
Verbal Comprehension (VCI)	104	61	96-111	Average
Visual Spatial (VSI)	100	50	92-108	Average
Fluid Reasoning (FRI)	98	45	91-105	Average
Working Memory (WMI)	85	16	79-93	Low Average
Processing Speed (PSI)	82	12	75-93	Low Average
Full Scale IQ (FSIQ)	**94**	34	89-99	Average
General Ability Index (GAI)	101	53	95-107	Average

Subtest	SS	Subtest	SS
Similarities	11	Vocabulary	10
Block Design	10	Visual Puzzles	10
Matrix Reasoning	9	Figure Weights	10
Digit Span	7	Picture Span	8
Coding	6	Symbol Search	8

Elias's verbal reasoning, visual-spatial and fluid reasoning abilities are in the average range. His working memory and processing speed are relative weaknesses. Because of the spread among indexes, the GAI (101) is considered a better estimate of his overall reasoning ability than the FSIQ.

Phonological processing: CTOPP-2

Composite	Standard score	Percentile	Descriptor
Phonological Awareness	79	8	Poor
Phonological Memory	85	16	Below Average
Rapid Symbolic Naming	76	5	Poor

Elias shows significant weaknesses in phonological awareness (Elision scaled score 6; Blending Words 7; Phoneme Isolation 6) and in rapid naming of letters and digits. Deficits in both areas (a "double deficit") are associated with persistent difficulty in word reading and reading fluency.

Academic achievement: WIAT-4

Subtest / Composite	Standard score	Percentile	Descriptor
Word Reading	74	4	Low
Pseudoword Decoding	71	3	Low
Orthographic Fluency	73	4	Low
Oral Reading Fluency	72	3	Low
Reading Comprehension	84	14	Low Average
Reading Composite	**76**	5	Low
Spelling	73	4	Low
Sentence Composition	82	12	Low Average
Essay Composition	80	9	Low Average
Written Expression Composite	**76**	5	Low
Math Problem Solving	95	37	Average
Numerical Operations	92	30	Average
Mathematics Composite	**93**	32	Average
Listening Comprehension	101	53	Average

Reading. Elias read single words slowly and relied on the first letter to guess (e.g., "bright" for "brought," "complete" for "compete"). On nonsense words he omitted medial vowels and reversed sound order. On Oral Reading Fluency he read grade 4 passages at 54 words correct per minute with 88% accuracy. Comprehension was better when he could reread, and his listening comprehension (101) was much stronger than his reading comprehension (84), which suggests decoding, not understanding, limits his reading.

Writing. Elias's sentences were complete but short. Spelling errors were frequent and largely phonetic ("becuz," "frend," "wint"). His essay contained 46 words in 10 minutes with a clear topic but little elaboration.

Math. Math skills are in the average range and consistent with his reasoning abilities.

Social, emotional and behavioral functioning

BASC-3 (T-scores; mean 50, SD 10. 60-69 At-Risk; 70+ Clinically Significant)

Scale	Teacher	Parent
Hyperactivity	68 (At-Risk)	66 (At-Risk)
Aggression	58	55
Anxiety	61 (At-Risk)	67 (At-Risk)
Depression	60 (At-Risk)	64 (At-Risk)
Attention Problems	72 (Clinically Significant)	71 (Clinically Significant)
Learning Problems	74 (Clinically Significant)	n/a
Adaptability	41	43
Social Skills	52	49

Conners 4 (T-scores)

Scale	Teacher	Parent
Inattention/Executive Dysfunction	73	75
Hyperactivity	66	69
Impulsivity	64	65
Emotional Dysregulation	62	68

Both raters describe clinically significant attention problems, consistent with the outside diagnosis of ADHD. At-risk anxiety and depression scores appear connected to academic frustration; parent and teacher both describe distress around reading and writing tasks. No significant aggression was reported. Elias has friends and good social skills.

Summary of findings

Elias is a 10-year-old fifth grader with average reasoning ability (GAI 101) and average listening comprehension and math skills. He shows significant weaknesses in phonological processing and rapid naming and low scores in word reading, decoding, reading fluency and spelling, despite two years of Tier 2 reading intervention. He also shows clinically significant attention problems at home and school.

Eligibility considerations

Specific Learning Disability (SLD)

Under the pattern of strengths and weaknesses approach used by the Ridgeline Hollow SELPA, Elias demonstrates (1) average cognitive strengths in verbal comprehension, visual-spatial and fluid reasoning; (2) weaknesses in the psychological processes of phonological processing and processing speed (attention is noted as an additional factor); and (3) academic weaknesses in basic reading skills, reading fluency and written expression that are consistent with those processing weaknesses. The team has ruled out vision, hearing, motor, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, and limited English proficiency as primary causes. Data show he has received appropriate instruction and Tier 2 intervention with limited response.

It is the opinion of this examiner that Elias **meets** eligibility criteria as a student with a Specific Learning Disability in the areas of basic reading skills, reading fluency and written expression. The pattern of results is consistent with the profile commonly described as dyslexia.

Other Health Impairment (OHI)

Elias has a medical diagnosis of ADHD and clinically significant attention problems across settings that limit his alertness to the educational environment. The IEP team should consider OHI as an additional area. His attention needs can be addressed through accommodations and goals within his SLD services.

Speech or Language Impairment

See separate report by the Speech-Language Pathologist.

Recommendations for the IEP team

1. Specialized academic instruction in reading and writing using a systematic, explicit phonics program, provided in a small group.
2. Accommodations: extended time (1.5x), text-to-speech or read-aloud for non-reading assessments, reduced written output, preferential seating, frequent breaks, chunked assignments, graphic organizers, use of speech-to-text.
3. Progress monitoring of oral reading fluency every two weeks.
4. Self-regulation and on-task goal with a visual check-in system.
5. Consider counseling or social-emotional support if anxiety around academics continues.
6. Share results with Elias's physician with parent consent.

The IEP team, including the parent, will make the final determination of eligibility and services.

Lila Fennimore

Lila Fennimore, Ed.S., NCSP
School Psychologist, Ridgeline Hollow Unified School District
Date: 01/15/2025

This report contains confidential information. Release requires written parent consent except as permitted by law. Test scores should be interpreted only by qualified professionals.

Appendix: Score summary

Measure	Score	Measure	Score
WISC-V FSIQ	94	WIAT-4 Reading Composite	76
WISC-V GAI	101	WIAT-4 Written Expression	76
WISC-V WMI	85	WIAT-4 Math Composite	93
WISC-V PSI	82	WIAT-4 Listening Comp.	101
CTOPP-2 Phon. Awareness	79	BASC-3 Attention (T/P)	72 / 71
CTOPP-2 Rapid Symbolic Naming	76	Conners 4 Inattention (T/P)	73 / 75

Progress monitoring history (from records)

Date	Measure	Result
05/2023	i-Ready Reading (grade 3)	Placement Grade 1
05/2024	i-Ready Reading (grade 4)	Placement Grade 2
08/2024	i-Ready Reading (grade 5)	Placement Grade 3
09/18/2024	DIBELS 8 ORF	51 wcpm, 89% accuracy
10/30/2024	DIBELS 8 ORF	53 wcpm, 90% accuracy
11/20/2024	DIBELS 8 ORF	52 wcpm, 89% accuracy

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Confidential

SPEECH AND LANGUAGE ASSESSMENT REPORT

Name: Elias Navarro-Quinn **DOB:** 03/14/2014 **Grade:** 5
Assessment dates: 12/4, 12/16/2024 **Report date:** 01/17/2025
Examiner: Ruth Abernathy-Cole, M.S., CCC-SLP, Speech-Language Pathologist

Reason for referral

Initial assessment requested by parent and SST due to concerns with articulation (/r/) and possible language weaknesses affecting reading and writing.

Procedures

Record review; parent and teacher input; Goldman-Fristoe Test of Articulation, Third Edition (GFTA-3); Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5); language sample; oral-motor screening; hearing screening (passed 8/2024).

Articulation

GFTA-3 Sounds-in-Words standard score **78** (7th percentile). Elias distorts /r/ in all positions and in vocalic /r/ ("er," "ar," "or"), and produces a lateralized /s/ in some blends. Intelligibility in connected speech is about 90% to an unfamiliar listener; errors are noticeable and Elias reports peers have teased him.

Language

CELF-5 Index	Standard score	Percentile
Core Language	83	13
Receptive Language	90	25
Expressive Language	81	10
Language Content	92	30
Language Memory	80	9

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Subtests: Word Classes 9; Following Directions 7; Formulated Sentences 6; Recalling Sentences 6; Understanding Spoken Paragraphs 9; Sentence Assembly 8 (scaled; mean 10).

Elias's receptive vocabulary and understanding of spoken paragraphs are age-appropriate. He has difficulty formulating complex sentences and recalling longer sentences verbatim, consistent with his working memory weakness. In the language sample (retell of a 5-minute video) his mean length of utterance was 8.1 words and he used few conjunctions beyond "and" and "then."

Oral-motor

Structure and function adequate for speech.

Summary and eligibility

Elias presents with an articulation disorder (/r/ and vocalic /r/, lateral /s/ in blends) that adversely affects his participation and confidence in the classroom, and with expressive language weaknesses in sentence formulation and recall. He **meets** eligibility as a student with a Speech or Language Impairment (articulation and expressive language).

Recommendations

1. Language and speech services, 2 sessions per week, 30 minutes each, small group, in the speech room.
2. Goals in articulation of /r/ at the sentence level and in formulating compound and complex sentences.
3. Collaboration with the Education Specialist on phonological awareness.

Ruth Abernathy-Cole

Ruth Abernathy-Cole, M.S., CCC-SLP
Date: 01/17/2025

INDIVIDUALIZED EDUCATION PROGRAM: INFORMATION AND ELIGIBILITY

Student: Elias Navarro-Quinn **Gender:** M **Grade:** 5
School of attendance: Oak Terrace Elementary School **District of residence:** RHUSD **Language:** English
Parent: Teresa Navarro-Quinn, 2219 Larkspur Court, Ridgeline Hollow, CA 95999 **Phone:** (555) 014-7731

Meeting

Type: ☒ Initial ☐ Annual ☐ Triennial ☐ Amendment Meeting date: 01/23/2025 Assessment plan signed: 11/01/2024

Next annual review: 01/22/2026 Next triennial: 01/22/2028

Eligibility

☒ Eligible for special education ☐ Not eligible

Primary disability: Specific Learning Disability (SLD) **Secondary disability:** Speech or Language Impairment (SLI)

Other Health Impairment (ADHD) was discussed and its needs are addressed in this IEP. Team members agree the disability adversely affects educational performance and the student requires special education.

Team members present

Name	Role
Priya Ramnath	Administrator designee / Program Specialist
Owen Pratt	Education Specialist (case manager)
Dana Whitcombe	General Education Teacher
Lila Fennimore	School Psychologist
Ruth Abernathy-Cole	Speech-Language Pathologist
Teresa Navarro-Quinn	Parent

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths and interests. Elias is kind, helpful and curious. He likes science, building and drawing. Math reasoning and listening comprehension are in the average range.

Parent concerns. Mrs. Navarro-Quinn is concerned that Elias is far behind in reading and writing, that homework takes hours, and that he believes he is "not smart." She asked for a reading program designed for dyslexia and for help with focus.

Pre-academic / academic. WIAT-4 Reading Composite 76, Word Reading 74, Pseudoword Decoding 71, Oral Reading Fluency 72, Spelling 73, Written Expression Composite 76; Math Composite 93. DIBELS 8 ORF 52 wcpm (benchmark 111). i-Ready Reading placement Grade 3. CTOPP-2 Phonological Awareness 79, Rapid Symbolic Naming 76.

Communication. GFTA-3 78; /r/ and vocalic /r/ distorted. CELF-5 Core Language 83, Expressive 81. Receptive language in average range.

Social-emotional / behavior. Clinically significant attention problems (BASC-3, Conners 4). At-risk anxiety related to academics. No significant behavior incidents to date. Good peer relationships.

Health. ADHD, combined presentation (Dr. Ivers, 2023); no medication. Vision and hearing within normal limits.

Motor / adaptive / vocational. Within normal limits for age.

How the disability affects involvement and progress in general education

Elias's deficits in decoding, fluency, spelling and written expression, together with attention difficulties, limit his access to grade-level text and written tasks across all subjects. His articulation and sentence formulation weaknesses affect oral participation.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

ANNUAL GOALS

Goal 1: Reading - Basic Reading Skills	
Baseline	Decodes 9 of 20 (45%) multisyllabic words (Ed. Spec. probe 1/14/25).
Annual goal	Given a list of 20 multisyllabic words with closed, open and vowel-team syllables, Elias will decode with 80% accuracy on 3 of 4 trials.
Person responsible	Education Specialist, Gen Ed Teacher
How measured	Work samples, curriculum probes
Progress reported	Trimester, with report cards

Goal 2: Reading - Fluency	
Baseline	52 wcpm, 89% accuracy on grade 5 DIBELS 8 (11/20/24); 54 wcpm on grade 4 WIAT-4 ORF.
Annual goal	Given a grade 4 passage, Elias will read aloud at 85 words correct per minute with 95% accuracy on 3 consecutive biweekly probes.
Person responsible	Education Specialist
How measured	DIBELS 8 ORF probes
Progress reported	Trimester, with report cards

Goal 3: Writing - Written Expression	
Baseline	Writes 1-4 sentences in 20 minutes; 29% of words misspelled (9/20/24 sample).
Annual goal	Given a prompt and a graphic organizer, Elias will write a paragraph of 5 or more sentences with a topic sentence, 3 details and a conclusion, spelling 80% of high-frequency words correctly, in 3 of 4 samples.
Person responsible	Education Specialist, Gen Ed Teacher
How measured	Writing samples, rubric
Progress reported	Trimester, with report cards

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

ANNUAL GOALS

Goal 4: Articulation	
Baseline	Produces /r/ correctly at word level in 40% of trials; 0% in sentences (SLP 12/16/24).
Annual goal	Elias will produce /r/ and vocalic /r/ correctly in sentences with 80% accuracy across 3 consecutive sessions.
Person responsible	SLP
How measured	Data collection, therapy probes
Progress reported	Trimester, with report cards

Goal 5: Expressive Language	
Baseline	CELF-5 Formulated Sentences SS 6; uses 'and/then' only in language sample.
Annual goal	Given a picture or topic, Elias will formulate compound and complex sentences using conjunctions (because, although, so, if) with 80% accuracy in 4 of 5 trials.
Person responsible	SLP
How measured	Data collection
Progress reported	Trimester, with report cards

Goal 6: Self-Regulation / On-Task	
Baseline	46% on-task during ELA independent work (observation 12/5/24).
Annual goal	During a 20-minute independent work period, with a visual checklist and one prompt, Elias will remain on task for 80% of intervals across 4 of 5 observations.
Person responsible	Gen Ed Teacher, Education Specialist
How measured	Interval observation
Progress reported	Trimester, with report cards

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

OFFER OF FAPE: SERVICES

Service	Provider	Location	Frequency / duration	Start	End
Specialized Academic Instruction (SAI), reading and writing, small group	Education Specialist	Learning Center (separate classroom)	150 min weekly (5 x 30 min)	01/28/2025	01/22/2026
Language and Speech	Speech-Language Pathologist	Speech room (separate classroom), group	60 min weekly (2 x 30 min)	01/28/2025	01/22/2026
Collaboration / consultation	Education Specialist with Gen Ed Teacher	General education classroom	30 min monthly	01/28/2025	01/22/2026

Supplementary aids, accommodations and modifications

Accommodation	Setting	Frequency
Extended time 1.5x on assignments and tests	All classes	Daily
Read-aloud / text-to-speech for non-reading tasks and tests	All classes	Daily
Reduced written output; speech-to-text allowed	All classes	Daily
Preferential seating; visual checklist; check-in/check-out	Gen Ed classroom	Daily
Breaks (up to 3 x 3 min per hour, break card)	All classes	Daily
Graphic organizers; chunked assignments	All classes	Daily

Statewide assessments

CAASPP ELA and Math with designated supports: text-to-speech (math, ELA items except reading passages), separate setting, breaks. CAST with text-to-speech.

Extended school year

☐ Eligible ☒ Not eligible at this time (no data showing regression/recoupment).

OFFER OF FAPE: EDUCATIONAL SETTING

Percent of time in general education: **87%** (1,650 of 1,890 instructional minutes weekly). Percent outside general education: 13%.

Elias will participate in general education for all subjects except during pull-out SAI and speech. Removal is necessary to provide intensive small-group reading instruction and speech services that cannot be provided in the general classroom.

SPECIAL FACTORS

Factor	Consideration
Does behavior impede learning of self or others?	☐ Yes ☒ No. Attention needs addressed through accommodations and Goal 6.
Assistive technology needs	☒ Yes: text-to-speech and speech-to-text on school Chromebook.
English learner	☐ Yes ☒ No
Blind/visually impaired; deaf/hard of hearing	☐ N/A
Low-incidence services	☐ N/A

Parent requests considered

Request	Team response
Daily 1:1 structured literacy program designed for dyslexia (parent named Orton-Gillingham)	Not offered. SAI uses SIPPS and district phonics curriculum. See Prior Written Notice.
Full-time 1:1 aide	Not offered. Needs addressed with accommodations. See Prior Written Notice.
Speech services	Offered (60 min weekly).

CONSENT AND SIGNATURES

I have been informed of my parental rights and received a copy of the Notice of Procedural Safeguards. I participated in the development of this IEP.

- ☐ I agree to all parts of this IEP.
- ☒ I agree to this IEP with the following exceptions:
- ☐ I do not agree to this IEP.

I agree to the services so Elias can start right away. I do NOT agree that 150 minutes of group reading is enough. He needs a dyslexia program every day. I want a 1:1 aide. - T.N.Q.

Parent: Teresa Navarro-Quinn Date: 1/28/25

IEP team signatures (attendance)

Name	Role	Signature
Priya Ramnath	Admin designee	P. Ramnath
Owen Pratt	Education Specialist	Owen Pratt
Dana Whitcombe	Gen Ed Teacher	D Whitcombe
Lila Fennimore	School Psychologist	L Fennimore
Ruth Abernathy-Cole	SLP	R. Abernathy-Cole

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JAN 28 2025
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IEP MEETING NOTES

Meeting convened 3:15 p.m. in Room 6. Introductions made. Parent received procedural safeguards and declined review. Ms. Ramnath noted the meeting was originally scheduled for 1/13/25 and was rescheduled by the district due to SLP availability; parent agreed to the new date by phone on 1/8/25.

Psychoeducational report. Ms. Fennimore reviewed results. Parent asked whether Elias has dyslexia. Ms. Fennimore stated the profile is consistent with what is commonly described as dyslexia and that SLD is the eligibility category. Parent asked why testing took so long since she asked in September. Ms. Ramnath stated the school followed its SST process first and the assessment plan was sent after the parent's October letter.

Speech report. Ms. Abernathy-Cole reviewed articulation and language results and recommended 2 x 30 min weekly.

Eligibility. Team agreed Elias is eligible under SLD (primary) and SLI (secondary). Attention needs discussed under OHI; team agreed to address through accommodations and a self-regulation goal.

Goals. Mr. Pratt and Ms. Abernathy-Cole presented draft goals; parent asked that fluency goal be grade 5 text. Team kept grade 4 text for the annual goal and will move to grade 5 text when the goal is met.

Services. Team offered SAI 150 min weekly and speech 60 min weekly. Parent requested a daily 1:1 Orton-Gillingham program and a 1:1 aide. Ms. Ramnath stated SAI will use SIPPS, which is systematic and explicit, and that a 1:1 aide is not needed; the team will review progress at the trimester. Prior Written Notice will be sent.

ESY. Not eligible at this time; will revisit with progress data in spring.

Parent asked to take the IEP home to review. Meeting adjourned 4:52 p.m.

IEP MEETING NOTES (continued) AND DISTRIBUTION

1/28/2025 addendum (P. Ramnath). Parent returned signed IEP with exceptions noted on page 7. Services begin 1/28/2025. Case manager O. Pratt notified SLP and Learning Center schedule.

Distribution

Parent (copy given 1/28/2025) · Cumulative file · Special education file · SEIS · Service providers

Service provider acknowledgment

Provider	Service	Received copy
Owen Pratt	SAI	OP 1/28
Ruth Abernathy-Cole	Language and Speech	RAC 1/29
Dana Whitcombe	Accommodations	DW 1/28

PRIOR WRITTEN NOTICE

To: Teresa Navarro-Quinn
Date: 01/30/2025
Re: Elias Navarro-Quinn, DOB 03/14/2014
From: Priya Ramnath, Program Specialist

This notice is provided because the District is refusing actions you requested at the IEP meeting of 01/23/2025.

1. Action refused

(a) A daily one-to-one structured literacy program (Orton-Gillingham or similar). (b) A full-time one-to-one instructional aide.

2. Why the District refuses

(a) The IEP team determined that Elias's reading needs can be met through 150 minutes weekly of Specialized Academic Instruction in a small group using SIPPS, an explicit and systematic phonics program, together with accommodations. The District does not have to provide a particular methodology. (b) Elias's attention and work-completion needs can be met with accommodations, a self-regulation goal and teacher support. He has not shown behavior that requires adult support throughout the day.

3. Options considered and rejected

The team considered a reading program in a special day class setting and rejected it as more restrictive than needed.

4. Information used

Psychoeducational evaluation (01/15/2025); speech and language assessment (01/17/2025); SST records; DIBELS 8 and i-Ready data; parent and teacher input.

5. Other relevant factors

The team will review progress on reading goals at the trimester progress report and may reconvene at the parent's request.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Your rights

You have protections under the procedural safeguards of the Individuals with Disabilities Education Act. A copy of the Notice of Procedural Safeguards was provided to you on 11/01/2024 and 01/23/2025. For help understanding these rights you may contact the Ridgeline Hollow SELPA at (555) 014-2290, or Disability Rights California or your local Family Empowerment Center.

You may request an IEP meeting, mediation or a due process hearing, or file a complaint with the California Department of Education.

Sincerely,

Priya Ramnath

Priya Ramnath, M.A.
Program Specialist, Special Education
(555) 014-2241 · pramnath@rhusd.example.org

cc: O. Pratt; special education file

Speech for Elias

2 messages

Teresa Navarro-Quinn <tnavarroquinn@example.com> Mon, Feb 24, 2025 at 6:55 AM
To: Priya Ramnath <pramnath@rhusd.example.org>; Owen Pratt <opratt@rhusd.example.org>

Ms. Ramnath,

Elias says he has not had speech since before Presidents Day and that "the speech lady is gone." Is that true? His IEP says 2 times a week. Who is doing his speech now? Will he get the sessions he missed?

Also he is very upset in the mornings and does not want to go to school. Last week he hid in the bathroom at drop off.

Teresa

Priya Ramnath <pramnath@rhusd.example.org> Wed, Feb 26, 2025 at 4:40 PM
To: Teresa Navarro-Quinn; Cc: Owen Pratt

Good afternoon Mrs. Navarro-Quinn,

Thank you for letting us know. Ms. Abernathy-Cole is on an approved leave. We are actively working with our contracted agency to secure coverage and I will update you as soon as we have a provider in place. Elias's IEP services remain in effect.

I have asked Mr. Pratt to check in with Elias in the mornings this week.

Best regards,
Priya Ramnath, M.A.
Program Specialist, Special Education

Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
4100 Arroyo Seco Way · Ridgeline Hollow, California 95999 · (555) 014-2200

Student: Navarro-Quinn, Elias **DOB:** 03/14/2014 **SSID:** 7718204396 **IEP Date:** 01/23/2025 (Initial)

IEP GOAL PROGRESS REPORT

Reporting period: Trimester 2 **Date issued:** 03/14/2025 **Case manager:** O. Pratt

Progress codes: **M** = Met; **P** = Progressing, likely to meet goal by annual date; **LP** = Limited progress; **NI** = Not yet introduced.

Goal	Code	Data / comments
1. Reading - Basic Reading Skills	P	2/28/25 probe: decodes 11 of 20 (55%). Working through SIPPS Challenge lessons.
2. Reading - Fluency	P	Biweekly ORF (grade 4): 2/7 55 wcpm; 2/21 56 wcpm; 3/7 57 wcpm. Accuracy 90-91%.
3. Writing - Written Expression	P	Writes 3-4 sentences with organizer; spelling of high-frequency words 68%.
4. Articulation	P	Elias continues to work on /r/ in structured activities. Word level 50% (2/13/25).
5. Expressive Language	P	Working on 'because' sentences in structured activities.
6. Self-Regulation / On-Task	LP	On-task 52% (2/27 observation). Uses checklist with reminders. Some difficulty with mornings.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Comments

Elias has been working hard in the Learning Center and enjoys the SIPPS games. We will continue to monitor fluency closely. Speech services are being covered through a contracted provider when available.

Case manager: Owen Pratt

Date: 03/14/2025

Copy sent home with report card. Parents may request an IEP meeting at any time.

NOTICE OF SUSPENSION

Student: Elias Navarro-Quinn
Grade: 5 **Date of notice:** 03/03/2025
School: Oak Terrace Elementary School
Parent: Teresa Navarro-Quinn

Suspension

Days of suspension	Dates	Education Code section(s)
2	03/03/2025 - 03/04/2025	48900(k)(1) disruption; 48900(a)(1)

Description of incident

Left classroom without permission during independent writing; ran to the back field; when staff approached threw a chair in the hallway (no one struck).

Other means of correction attempted

Parent conference; check-in/check-out; break card; counselor referral.

☒ Student has an IEP. Cumulative days of suspension this school year: **2**

Parent notified by: ☒ phone ☒ in writing. Return date: next school day after suspension.

Principal: G. Sutter Gail Sutter Date: 03/03/2025

Copy: parent, cumulative file, special education case manager.

NOTICE OF SUSPENSION

Student: Elias Navarro-Quinn
Grade: 5 **Date of notice:** 04/08/2025
School: Oak Terrace Elementary School
Parent: Teresa Navarro-Quinn

Suspension

Days of suspension	Dates	Education Code section(s)
3	04/08/2025 - 04/10/2025	48900(a)(1); 48900(k)(1)

Description of incident

Refused to begin a timed writing task, tore up the worksheet, swept materials off desk; pushed a peer who laughed at him.

Other means of correction attempted

Parent conference; check-in/check-out; break card; counselor referral.

☒ Student has an IEP. Cumulative days of suspension this school year: **5**

Parent notified by: ☒ phone ☒ in writing. Return date: next school day after suspension.

Principal: G. Sutter Gail Sutter Date: 04/08/2025

Copy: parent, cumulative file, special education case manager.

NOTICE OF SUSPENSION

Student: Elias Navarro-Quinn **Grade:** 5 **Date of notice:** 05/06/2025
School: Oak Terrace Elementary School **Parent:** Teresa Navarro-Quinn

Suspension

Days of suspension	Dates	Education Code section(s)
3	05/06/2025 - 05/08/2025	48900(k)(1)

Description of incident

During CAASPP ELA practice, put head down, then kicked a table and left the room; hid in restroom 25 minutes.

Other means of correction attempted

Parent conference; check-in/check-out; break card; counselor referral.

☒ Student has an IEP. Cumulative days of suspension this school year: **8**

Parent notified by: ☒ phone ☒ in writing. Return date: next school day after suspension.

Principal: G. Sutter Gail Sutter Date: 05/06/2025

Copy: parent, cumulative file, special education case manager.

NOTICE OF SUSPENSION

Student: Elias Navarro-Quinn **Grade:** 5 **Date of notice:** 05/20/2025
School: Oak Terrace Elementary School **Parent:** Teresa Navarro-Quinn

Suspension

Days of suspension	Dates	Education Code section(s)
3	05/20/2025 - 05/22/2025	48900(f) property damage; 48900(i)

Description of incident

Asked to read aloud in a group; threw his Chromebook to the floor (screen cracked) and yelled profanity at teacher.

Other means of correction attempted

Parent conference; check-in/check-out; break card; counselor referral.

☒ Student has an IEP. Cumulative days of suspension this school year: **11**

Parent notified by: ☒ phone ☒ in writing. Return date: next school day after suspension.

Principal: G. Sutter Gail Sutter Date: 05/20/2025

Copy: parent, cumulative file, special education case manager.

Student: Navarro-Quinn, Elias **DOB:** 03/14/2014 **SSID:** 7718204396 **IEP Date:** 05/28/2025 (Amendment / MDR)

MANIFESTATION DETERMINATION REVIEW

Date of meeting: 05/28/2025 **Date of decision to change placement:** 05/20/2025 (suspension bringing cumulative removals to 11 school days)

Present

Priya Ramnath (admin designee); Gail Sutter (principal); Owen Pratt (case manager); Dana Whitcombe (gen ed); Lila Fennimore (school psychologist); Teresa Navarro-Quinn (parent).

Removals this school year

Dates	Days	Cumulative
3/3-3/4/2025	2	2
4/8-4/10/2025	3	5
5/6-5/8/2025	3	8
5/20-5/22/2025	3	11

Information reviewed

IEP of 01/23/2025; psychoeducational and speech reports; discipline records; progress report 03/14/2025; teacher and parent input.

Questions

1. Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? ☒ Yes ☐ No

Team discussion: All four incidents occurred during reading or writing demands. Ms. Fennimore stated the behavior appears to function as escape from tasks he finds very difficult, related to his SLD and ADHD.

2. Was the conduct the direct result of the district's failure to implement the IEP? ☐ Yes ☒ No

Team discussion: Parent stated speech services were not provided from February to late April. Ms. Ramnath stated the speech services were affected by a staff leave and are not related to the conduct.

Determination

☒ The conduct **was** a manifestation of the student's disability.

Actions

1. Student returns to his current placement.
2. District will conduct a Functional Behavior Assessment (FBA). Assessment plan for FBA presented; parent signed consent today.
3. Team will reconvene to review the FBA and develop a Behavior Intervention Plan (BIP). Target: within 60 days of consent, not counting school vacations over five school days.
4. Interim: break card expanded; reading-aloud demands only in small group.

Parent comments

Parent stated Elias "is not a bad kid, he is drowning" and asked again for a daily dyslexia program and for make-up speech. Ms. Ramnath stated these requests can be considered at the IEP meeting to review the FBA.

Parent: Teresa Navarro-Quinn Admin designee: P. Ramnath Date: 05/28/2025

FBA assessment plan consent received 05/28/2025 (P.R.).

Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
4100 Arroyo Seco Way · Ridgeline Hollow, California 95999 · (555) 014-2200

Student: Navarro-Quinn, Elias **DOB:** 03/14/2014 **SSID:** 7718204396 **IEP Date:** 01/23/2025 (Initial)

IEP GOAL PROGRESS REPORT

Reporting period: Trimester 3 **Date issued:** 06/06/2025 **Case manager:** O. Pratt

Progress codes: **M** = Met; **P** = Progressing, likely to meet goal by annual date; **LP** = Limited progress; **NI** = Not yet introduced.

Goal	Code	Data / comments
1. Reading - Basic Reading Skills	P	5/30/25 probe: 12 of 20 (60%).
2. Reading - Fluency	LP	ORF (grade 4): 4/4 56; 4/18 58; 5/2 57; 5/16 59; 5/30 58 wcpm. Accuracy 91%. Goal 85 wcpm.
3. Writing - Written Expression	P	5-sentence paragraph with organizer in 1 of 4 samples; HFW spelling 70%.
4. Articulation	P	Word level 60% (5/15); sentence level 25% (6/3). Services resumed 4/29 after provider leave.
5. Expressive Language	P	Uses 'because' correctly in 60% of trials; 'although' introduced.
6. Self-Regulation / On-Task	LP	On-task 49% (5/12 observation). Four suspensions this trimester; see MDR 5/28/25.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Comments

Elias made gains in decoding and is a hard worker in small group. Fluency growth has been slow. An FBA was agreed at the 5/28 meeting and will begin in the fall. ESY not recommended. Have a great summer!

Case manager: Owen Pratt

Date: 06/06/2025

Copy sent home with report card. Parents may request an IEP meeting at any time.

Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
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RELATED SERVICE LOG: LANGUAGE AND SPEECH

Student: Elias Navarro-Quinn
Provider: R. Abernathy-Cole, CCC-SLP
Service: Language and Speech, 2 x 30 min weekly (group)
Period: 01/28/2025 - 06/06/2025

Date	Status	Minutes	Initials	Notes
01/28/25	Delivered	30	RAC	Baseline probes /r/
01/30/25	Delivered	30	RAC	
02/04/25	Delivered	30	RAC	word level 45%
02/06/25	Delivered	30	RAC	
02/11/25	Delivered	30	RAC	
02/13/25	Delivered	30	RAC	word level 50%
02/18/25	No provider	0		SLP on leave
02/20/25	No provider	0		SLP on leave
02/25/25	No provider	0		
02/27/25	No provider	0		
03/04/25	Student absent	0		student suspended
03/06/25	No provider	0		
03/11/25	No provider	0		
03/13/25	No provider	0		
03/18/25	No provider	0		
03/20/25	No provider	0		
04/01/25	No provider	0		
04/03/25	No provider	0		
04/08/25	Student absent	0		student suspended
04/10/25	Student absent	0		student suspended
04/15/25	No provider	0		
04/17/25	No provider	0		
04/22/25	No provider	0		
04/24/25	No provider	0		
04/29/25	Delivered	30	RAC	SLP returned; re-probe
05/01/25	Delivered	30	RAC	
05/06/25	Student absent	0		student suspended
05/08/25	Student absent	0		student suspended
05/13/25	Delivered	30	RAC	
05/15/25	Delivered	30	RAC	word level 60%
05/20/25	Student absent	0		student suspended
05/22/25	Student absent	0		student suspended
05/27/25	Delivered	30	RAC	
05/29/25	Delivered	30	RAC	
06/03/25	Delivered	30	RAC	sentence level 25%
06/05/25	School conflict	0		field day

Codes: Delivered; No provider (provider absent, no substitute); Student absent; School conflict. Report printed from SEIS Service Tracker 06/13/2025.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Ridgeline Hollow Unified School District
Special Education Department · Ridgeline Hollow SELPA
4100 Arroyo Seco Way · Ridgeline Hollow, California 95999 · (555) 014-2200

SERVICE LOG: SPECIALIZED ACADEMIC INSTRUCTION

Student: Elias Navarro-Quinn
Provider: O. Pratt, Education Specialist
Service: SAI reading/writing, 150 min weekly (group)
Period: 01/28/2025 - 06/06/2025

Week	Minutes required	Minutes delivered	Notes
Week of 01/27/25	150	120	started Tue 1/28
Week of 02/03/25	150	150	
Week of 02/10/25	150	150	
Week of 02/17/25	150	120	holiday Mon
Week of 02/24/25	150	150	
Week of 03/03/25	150	90	suspended 3/3-3/4
Week of 03/10/25	150	150	
Week of 03/17/25	150	120	testing Fri
Week of 03/31/25	150	150	
Week of 04/07/25	150	60	suspended 4/8-4/10
Week of 04/14/25	150	150	
Week of 04/21/25	150	150	
Week of 04/28/25	150	150	
Week of 05/05/25	150	60	suspended 5/6-5/8
Week of 05/12/25	150	150	
Week of 05/19/25	150	60	suspended 5/20-5/22
Week of 05/26/25	150	120	holiday Mon
Week of 06/02/25	150	90	end of year

Spring recess 3/24-3/28 not shown. Curriculum: SIPPS Challenge Level, lessons 1-38. Printed from SEIS Service Tracker 06/13/2025.

Owen Pratt 6/13/25

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

STUDENT ATTENDANCE SUMMARY, 2024-2025

Student: Elias Navarro-Quinn **Grade:** 5 **School:** Oak Terrace Elementary School

Month	Days enrolled	Days present	Absent (excused/unexcused)	Suspended
Aug	13	13	0	0
Sep	20	19	1	0
Oct	22	21	1	0
Nov	15	14	1	0
Dec	15	14	1	0
Jan	18	17	1	0
Feb	19	17	2	0
Mar	16	12	2	2
Apr	22	17	2	3
May	20	13	1	6
Jun	5	5	0	0
Total	**185**	**162**	**12**	**11**

Tardies

Aug-Jan: 3. Feb-Jun: 14 (parent notes indicate difficulty leaving home in the morning).

Printed from Aeries SIS 06/13/2025. Suspended days are counted as absences for apportionment.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Teresa Navarro-Quinn
2219 Larkspur Court, Ridgeline Hollow, CA 95999
(555) 014-7731 · tnavarroquinn@example.com

RECEIVED
AUG 21 2025
RHUSD SPECIAL ED.

August 20, 2025

Priya Ramnath, Program Specialist
Ridgeline Hollow Unified School District
4100 Arroyo Seco Way
Ridgeline Hollow, CA 95999

Re: Elias Navarro-Quinn, DOB 03/14/2014, grade 6 at Ridgeline Hollow Middle School

Dear Ms. Ramnath,

I am writing about my son Elias's special education program.

1. I disagree with the district's psychoeducational evaluation of January 15, 2025, and I request an independent educational evaluation (IEE) at public expense.

2. I had Elias privately evaluated by Dr. Helen Osei this summer. Her report is enclosed. I request an IEP meeting as soon as possible to consider it.

3. Elias did not receive his speech sessions from February 18 until April 29, 2025. I am asking for make-up sessions for every session he missed.

4. The FBA agreed to on May 28 has not started. Elias starts middle school next week and I am worried.

5. Please send me a complete copy of Elias's educational records, including service logs, progress monitoring data and emails about him.

Thank you,

Teresa Navarro-Quinn

Teresa Navarro-Quinn

Enclosure: Osei Neuropsychology Group report dated 07/18/2025

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

PRIOR WRITTEN NOTICE

To: Teresa Navarro-Quinn
Re: Elias Navarro-Quinn, DOB 03/14/2014
Date: 09/02/2025
From: Priya Ramnath, Program Specialist

This notice responds to your letter received August 21, 2025.

1. Actions proposed and refused

(a) **IEE.** The District agrees to fund an independent psychoeducational evaluation consistent with Ridgeline Hollow SELPA IEE criteria. A list of qualified evaluators and the cost criteria is enclosed.
(b) **IEP meeting.** The District proposes an amendment IEP meeting on 09/16/2025 to consider the Osei report.
(c) **Speech make-up.** The District proposes 6 hours of compensatory speech services, to be scheduled by 12/19/2025. The District refuses to provide hour-for-hour make-up because Elias was also absent on several scheduled dates and some sessions were affected by school activities.
(d) **FBA.** The FBA will begin 09/08/2025. The 60-day timeline was paused during summer recess.
(e) **Records.** Records will be provided within 5 business days.

2. Information used

Service logs; attendance; IEP of 01/23/2025; MDR of 05/28/2025; your letter and enclosure.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

3. Other options considered

Filing for due process to defend the District's assessment was considered and rejected in favor of funding an IEE.

Your rights

You have protections under the procedural safeguards. A copy of the Notice of Procedural Safeguards is enclosed.

Sincerely,

Priya Ramnath

Priya Ramnath, M.A., Program Specialist

Enclosures: IEE criteria and evaluator list; Notice of Procedural Safeguards. cc: J. Delacroix, Case Manager, Ridgeline Hollow Middle School

AMENDMENT IEP: NOTES AND CHANGES

Present: Priya Ramnath (admin designee); Jordan Delacroix (Education Specialist, case manager); Amanda Feld (6th grade ELA teacher); Lila Fennimore (school psychologist); Kelvin Ruiz, CCC-SLP (contract SLP); Teresa Navarro-Quinn (parent).

Purpose

Consider private neuropsychological evaluation (Osei, 07/18/2025); review speech services; review FBA status.

Discussion

Ms. Fennimore reviewed the Osei report and stated its results are generally consistent with the District's findings. Parent requested daily 1:1 structured literacy as recommended by Dr. Osei. Mr. Delacroix reported 6th grade ORF baseline (9/5/25) of 57 wcpm on grade 4 text.

Team discussed speech. Ms. Ramnath stated that 15 sessions were not provided due to provider leave (02/18-04/24/2025) and that the District's offer of 6 hours accounts for dates Elias was absent. Parent stated that 15 sessions at 30 minutes is 7.5 hours and that the suspensions happened because Elias was not getting help.

FBA began 09/08/2025; observations in progress. BIP meeting to be scheduled after completion.

SYNTHETIC SAMPLE. Fictional student, family, district and staff. Not a real record.

Changes offered

Item	Prior	Offered
SAI (reading/writing)	150 min weekly, group	225 min weekly (5 x 45 min), group of up to 6; SIPPS Plus
Language and Speech	60 min weekly	60 min weekly (no change)
Compensatory speech	none	360 minutes (6 hours), to be completed by 12/19/2025
Counseling	none	Not offered pending FBA
Daily 1:1 structured literacy	not offered	Not offered (see PWN 01/30/2025)

Consent

☐ I agree to all changes. ☒ I agree with exceptions:

I agree to the 225 minutes. I do NOT agree that 6 hours makes up the speech he missed. I do not agree to no dyslexia program. T.N.Q.

Parent: Teresa Navarro-Quinn Date: 9/16/25

Distribution and follow-up

Changes effective 09/22/2025 for consented items. Compensatory speech schedule to parent by 09/30/2025. IEE in process (parent selected evaluator 09/10/2025). Annual IEP due 01/22/2026.

Name	Role	Signature
Priya Ramnath	Admin designee	P. Ramnath
Jordan Delacroix	Education Specialist	J Delacroix
Amanda Feld	Gen Ed	A. Feld
Lila Fennimore	School Psychologist	L Fennimore
Kelvin Ruiz	SLP (contract)	K Ruiz

Osei Neuropsychology Group
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NEUROPSYCHOLOGICAL EVALUATION: SUMMARY REPORT

Patient: Elias Navarro-Quinn **DOB:** 03/14/2014 **Age:** 11-4
Dates seen: 07/07, 07/09/2025 **Report:** 07/18/2025 **Referred by:** parent

Reason for referral

Mrs. Navarro-Quinn requested an independent evaluation of reading, attention and emotional functioning after a school year in which Elias received special education services, had limited reading progress, and was suspended four times.

Selected results

Measure	Score	Comment
WISC-V GAI (school, 12/2024)	101	Reviewed, not repeated
TOWRE-2 Total Word Reading Efficiency	70	Very poor
GORT-5 Oral Reading Index	69	Very poor
Fluency (GORT-5)	scaled 3	
TOWL-4 Spontaneous Writing	74	Poor
NEPSY-II Inhibition	scaled 6	
RCMAS-2 Total Anxiety	T 66	Moderate
CDI-2 Total (parent)	T 64	Elevated

Compared with school testing in December 2024 (WIAT-4 ORF 72), reading fluency has not improved and may have declined relative to same-age peers.

Diagnostic impressions

- Specific learning disorder with impairment in reading (F81.0), word reading accuracy, reading rate and fluency, moderate to severe (dyslexia).
- Specific learning disorder with impairment in written expression (F81.81).
- Attention-deficit/hyperactivity disorder, combined presentation (F90.2), by history and current data.
- Anxiety, school-related, adjustment features; monitor.

Recommendations

1. Daily structured literacy instruction (explicit, systematic, multisensory, e.g., an Orton-Gillingham-based program) delivered by a trained provider, 1:1 or in a group of no more than 3, at least 45 minutes per day, 5 days per week. Twice-weekly group phonics at 30 minutes is unlikely to be sufficient given his profile and rate of progress.
2. Progress monitoring with grade-appropriate fluency measures every 2 weeks, with the team reviewing data at least every 6 weeks.
3. Make-up of speech-language sessions not delivered in spring 2025, and continuation of articulation and language therapy.
4. Functional behavior assessment and positive behavior plan centered on reading and writing demands, which appear to trigger escape behavior.
5. School-based counseling, 30 minutes weekly.
6. Medical follow-up regarding ADHD treatment options.
7. Assistive technology: continued text-to-speech, speech-to-text; audiobooks for content reading.

Summary

Elias is a bright, verbally capable 11-year-old with a severe, well-documented reading disability, ADHD and growing school-related anxiety. His behavior incidents this year cluster around reading and writing demands. In my opinion his current level of reading instruction is not intensive enough to close the gap, and he is at risk of further emotional and behavioral decline without a change in services.

Results were reviewed with Mrs. Navarro-Quinn on 07/18/2025. With her permission, a copy may be provided to the school district.

Helen Osei PhD

Helen Osei, Ph.D., ABPdN
Clinical Neuropsychologist