

**SACRAMENTO CITY UNIFIED
Assessment Plan**

Name: Thao, RichardBirthdate: 1/18/2009Date: 3/8/2021
☐ Initial ☐ Annual ☒ Triennial ☐ Transition ☐ Interim ☐ Other
To parent/guardian of: Richard ThaoAssessment Plan Date: 3/8/2021District: Yav Pem Suab AcademySchool: Yav Pem Suab AcademyGrade: Fifth gradeNative language: 23 Hmong

English Proficiency Level:

The student has been referred and/ or recommended for an assessment by the following individual(s):

<input type="checkbox"/> Parent	<input type="checkbox"/> Nurse	<input type="checkbox"/> Teacher	<u>Lily Huynh</u> <input checked="" type="checkbox"/> Special Ed Teacher	<input type="checkbox"/> Other
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This notice is to inform the parent(s) regarding the school district's proposal to initiate or change the

☒ Identification ☒ Evaluation of the above named student:

This prior written notice includes a description of the proposed evaluation, an explanation of why the district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal. Your written permission must be given before we assess your child to determine initial or continued eligibility for special education services. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of a meeting to discuss the results of the evaluation. If your child is found eligible for special education services, a full range of program options will be discussed.

Description of the proposed assessment:

The assessment will be conducted by qualified staff, and when appropriate, interpreters of the individual's primary language may be used. Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one - on - one testing or some other types or combination of tests. No single procedure may be used as the sole criterion for determining appropriate educational program. Following the completion of the assessment, at the IEP meeting; you will receive a copy of the assessment findings. The results of this assessment may be a recommendation for special education services or maintenance or change of the current special education service(s). A student will not be placed in special education without consent of the parent or guardian. All information and assessment results are confidential.

Reason(s) for proposed assessment: *The Individuals with Disability Act (IDEA) and California Education Code require an evaluation of your child to determine his continuing eligibility for special education service(s). A school district may not assess more frequently than annually and must assess at least every three years unless the parent and school district agree otherwise. Results of this assessment review will be used to assist the IEP team in determining continuing eligibility for Richard and in making an offer for a Free Appropriate Education (FAPE) for eligible students in accordance with obligations under the Individual with Disabilities Education Act (IDEA).*

Description of other options considered and reasons for rejecting them: *The school district considered options such as a full battery of in-person standardized assessments for each area of need, however, this option was rejected due to state and county health department guidelines eliminating the option of in-person assessments at this time. In order to conduct this assessment, therefore, the district will consider all available and relevant information, including, but not limited to review of your child's cumulative educational records, the information provided by the parent(s), teacher(s), related services provider(s) and other IEP team members.*

Other factors relevant to the proposal: *The team will discuss amendments to the IEP that are/will take effect due to school closures and adoption of Distance Learning due to COVID 10 pandemic.*

Description of evaluation procedures, tests, records, or reports used in deciding to propose this assessment: *Psychological educational evaluation, informal/formal academic assessments, health evaluation, classroom work samples, observations, classroom formative/summative assessments, review of record.*

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present

levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed.* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency(LEA) / district. * Tests and procedures conducted pursuant to these assessments may include, but are not limited to, classroom observations, rating scales, interviews, record review, one-on - one testing, or some other types or combination of tests.

Evaluation Area

- ☒ **Academic Achievement** - These assessments measure reading, arithmetic, oral and written language skills, and/or general knowledge.
- ☒ **Health** - Health information and testing is gathered to determine how your child's health affects school performance
- ☒ **Intellectual Development** - These assessments measure how well your child thinks, remembers, and solves problems.
- ☒ **Language/Speech Communication Development** - These assessments measure your child's ability to understand and use language and speak clearly and appropriately.
- ☐ **Motor Development** - These assessments measure how well your child coordinates body movements in small and large muscle activities. Perceptual motor skills may also be measured.
- ☒ **Social Emotional/Behavior** - These assessments will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.
- ☐ **Adaptive Behavior** - These assessments indicate how your child takes care of personal needs at home, school and in the community.
- ☐ **Post-Secondary Transition** - These assessments related to training, education, employment and where appropriate independent living skills.
- ☐ **Other**
- ☐ **Alternative Means of Assessment** - (Describe alternative methods of assessing the child, if applicable)

Examiner Title*Assigned district specialist.**Assigned district nurse.**Assigned district psychologist.**As assigned speech therapist.**As assigned speech therapist.*

Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action and / or referral please contact:

*Lily Huynh**Resource Specialist**Linda-
huynh@scusd.edu**Linda-Huynh@scusd.edu*

Print Name of District Contact

Position

Phone

E-mail Address

- ☐ I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.
- ☐ I do not consent to the proposed assessment described above.
- ☐ I would like the following assessment information to be considered by the IEP team

Signature: _____**Date:** _____☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/District to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services. ☐ Yes ☐ No

Signature: _____**Date:** _____☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

☐ Parent / Guardian / Student has received written notification of protections available to parents when LEA requests to access Medi - cal benefits

Address: _____**Phone number:** _____**Comments:** _____**Date Received by District/LEA:** _____