

Psych Bytes



File:ME 401 QuickJob.png <http://mimiandeunice.com/2011/07/25/paperwork/>

Prior Written Notice

Here is a quick answer section for Prior Written Notice (PWN). You can print several blank copies and bring them to a meeting because only one PWN can be open on SRS at one time. There is a PWN with the IEP document.

Use prior written notice to document the action that will be taken as the result of a:

- MDT, IEP, Dismissal from services, Initial placement in special education, Change of placement

Prior written notice is found on SRS in the middle of the Create Forms tab.

IEPs can have PWN attached. Make sure that you district manager has clicked the button to have PWN with the IEP.

All other PWN will need to be created on SRS.

Do the PWN when the meeting is done. You may have a PWN after the MDT portion and another PWN after the IEP portion. You may have multiple PWN depending on the actions that are being taken.

Make it short and simple.

Notice of Meeting Quick Tips:

Create the Notice of Meeting as soon as you have a date set for the IEP and/or MDT.

Send the notice of meeting home one to two weeks prior to the meeting.

Document all attempts to contact parents on the notice on SRS.

If you receive the notice back with parent signature, mark parent signature on file and finalize.

If parent does NOT attend meeting and you do not have a signature, finalize the notice marking no signature on file. Create a new Notice of Meeting for the new rescheduled date. Document all new attempts to contact parent.

Consent for initial evaluation or re-evaluation... what goes where?

PLEASE USE THESE AS A TEMPLATE ONLY.

WORDS AND EXPLANATIONS MAY NEED TO BE CHANGED FOR EACH STUDENT'S INFORMATION.

1. Explanation of why the district proposes to evaluate you child: the school district will conduct an evaluation to determine eligibility for special education services and to gather additional information for educational planning.
2. Any options the district considered: the district considered not conducting an evaluation, but that option was rejected.
3. Reasons why the above options were rejected: the district rejected the option of not conducting the evaluation because the student is not making adequate academic progress and the evaluation will gather information to help with educational planning.
4. This proposal is based on the evaluation procedures, tests, records, or reports described below: intervention data, work product, grades, district and state assessments.
5. Any other factors relevant to this proposal: No other factors were noted.
6. The estimated amount of time for completing the multidisciplinary evaluation and making the verification is: 45 school days.

Following is a description of the components of the multidisciplinary evaluation which the district proposes to conduct:

Academic: Evaluation that identifies the student's academic strengths and challenges through one or more of the following methods: review of records, student observation, interviews, and standardized assessment. Assessment may include the following subject areas: oral language, math, reading, and written language.

Intellectual: Evaluation of cognitive ability that measures a student's intelligence and corresponding ability to learn. In addition, information about learning style, reasoning ability, processing ability, memory, executive functioning and patterns of strengths and challenges may be included.

Perceptual and Motor: Evaluation that assesses the coordination with large and small muscles, such as eye-hand coordination, dexterity, strength, body coordination, balance, etc.

O/T only. (Please put this if it is only a fine motor assessment)

P/T only. (Please put this if there is a gross motor concern)

Please specify if the assessment is O/T only or P/T only. If it is marked, then both areas will be assessed.

Social and Emotional: Broad assessments will measure the student's social/emotional/behavioral functioning and how he/she interacts with others in his/her environment. Information in this area will be gathered through one or more of the following methods: observation, interview, review of records, and standardized measures.

Speech and Language: Evaluation of a student's articulation and/or language skills. Areas of evaluation may include articulation (how your child says certain speech sounds), receptive language (what your child understands through listening and/or reading), expressive language (how your child expresses his/her ideas verbally, nonverbally, and in writing), social language (how your child uses language to communicate), fluency, voice, and hearing.

Other: Please do not put anything here that will not be assessed. If the evaluation only needs medical records, just put medical records, for example.

Here are some of the types of assessment/records that may be included, but talk to your school psychologist about what needs to be included:

review of records

vision

functional vision

hearing

general health

Autism rating scales

Adaptive behavior

any other areas that may influence your child's development and interaction with his/her environment.

Here's what to look forward to in November:

Social Emotional - Self Esteem

Congratulations to last month's drawing winner:

Jessica Williams, Fullerton

Copy and paste the following link to be included in our monthly drawing:

<https://goo.gl/forms/4hUVqigUyYR9aCnT1>

ONE WINNER WILL BE CHOSEN FROM OUR ENTRIES EACH MONTH.

PSYCH BYTES BROUGHT TO YOU BY . . . THE SCHOOL PSYCHOLOGISTS OF ESU 7:

ANN DUBAS, BRANDY ROSE, CASSIE OHL, HALEY STROBEL, JACKIE TERNUS, JOLYNN KAHLANDT, APRIL BECKER