

TIP OF THE WEEK**Completing an Assessment Plan Prior Written Notice
in SEAS**

When completing an Assessment Plan in SEAS an Assessment Plan Prior Written Notice must also be completed and sent with the plan to the parents.

Do not make statements such as; N/A, per Due Process, etc. in your PWN.

(Procedure Manual Chapter 4)

This notice is to inform the parent(s) regarding the school district's proposal to initiate or change the Evaluation / Identification 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 continue 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 an IEP meeting to discuss the results of the evaluation.

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, any recent assessments conducted, including any available independent assessment and any assessment information the parent requests to be considered 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 a 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: _____

Explain why you are doing this assessment. Some information/questions to consider when completing the PWN:

Initial Assessment

- Is the student making progress at an adequate/reasonable/expected rate in the general education environment?
- Are there documented interventions?
- Were the interventions done consistently and with fidelity?

Initial IEP-EXAMPLE

(Student) has been receiving instruction and documented interventions done consistently and with fidelity.
(Student) is not making reasonable/adequate progress. Based upon (his/her) documented needs through a response to intervention (RtI) process we are recommending that a comprehensive evaluation be conducted.

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Triennial Assessment

- Review the student's disability
- Review the student's current level of services
- Review the student's continued eligibility for services
- Review the student's current placement to determine if it's the correct LRE (least restrictive environment)

Triennial IEP-EXAMPLE

In order to determine if (student) continues to be a student with a disability requiring special education services, we need to conduct a comprehensive reevaluation.

Supplemental Assessment

- Are you evaluating an additional area of a suspected disability? (e.g., Supplemental Support Services, Related Services evaluations, etc.)

Amendment IEP-Example

(Student) has been receiving instruction and documented interventions done consistently and with fidelity. (Student) currently has an IEP and is not making reasonable/adequate progress. Team suspects additional area of need and would like to assess in this area.

Description of other options considered (part a) and reasons for rejecting them (part b):

a) Describe other options considered (part a):

Initial IEP

- Did **you/IST/Problem Solving Team** review student's records?
- Did **you/IST/Problem Solving Team** discuss student's progress and areas of difficulties with student's general education teacher?
- Did **you/IST/Problem Solving Team** review student's grades, progress reports and report cards?
- Did the general education teacher increase the student's general education support?
- Did the general education teacher document efforts and strategies tried?

Initial Assessment-EXAMPLE for part a

Following a review of student records, it was noted that several strategies/interventions have been implemented consistently at school to assist (student) such as, _____ (attending reading intervention sessions, increased shared reading opportunities, direct instruction to develop his/her reading skills, etc.)

Triennial Assessment

- Reevaluation required

Triennial Assessment-EXAMPLE for part a and b

A reevaluation is required. No other options considered at this time.

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Supplemental Assessment

- Did IEP Team review student's records?
- Did IEP Team discuss student's progress and areas of difficulties with student's general education teacher?
- Is there a need for adjustment of services to meet the student's needs?

Supplemental Assessment-Example for part a

Following a review of (student's) records, it was noted that despite the implementation of the IEP there appears to be a need for an additional assessment(s) to determine if there is also a disability in the area of _____.

b) Reasons for **rejecting** other options considered (part b)?

- Does the student continue to fall behind/not make progress/struggle despite interventions?

Initial/Supplemental-EXAMPLE for part b

(Student) continues to struggle with _____ e.g., (reading) despite the use of these strategies/ interventions. The team will discuss new or additional strategies/interventions needed for (student) to demonstrate increased performance and progress.

Reminder: Include answers to part a) and b) in your response.

Other factors relevant to the proposal _____

Is there anything else going on that may influence the outcome of the Assessment?

- Has a consultation to a special program or for additional support been initiated (e.g., STARS, Riley, BSR, Whitier, etc.)?
- Is another evaluation pending (e.g., referral to MH, IEE, etc.)?
- Has the parent taken the student for an outside assessment (e.g., with a medical doctor, etc.)?

If there are no additional factors then just state: No additional factors.

EXAMPLE

There were no other factors, outside of those listed above, that will need to be considered by the IEP team. Neither the parents, nor any LEA personnel participating in the meeting, presented any other factors that needed to be considered.

Please do not make statements such as; N/A, per Due Process, etc. in your PWN.