

**From:** [Borsa, Michael A](#)  
**To:** [Mackin, Melaney](#)  
**Subject:** RE: /2/24/16 meeting  
**Date:** Thursday, February 25, 2016 11:05:00 AM

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Hi Melaney,

Thanks for the heads up and input.

Her psychologist called me today and we spoke for a while. Obviously \_\_\_\_\_ called her immediately after the meeting.

I wasn't planning to respond to her email since I talked directly with her psychologist and addressed all concerns. If she has questions about executive functioning, her psychologist can address that with her because she made that diagnosis which we will consider here at school. I've also met with \_\_\_\_\_ months ago where we had a long conversation about executive functioning, and I gave her materials to take home and use on the matter.

See you tomorrow!

I love my job 😊

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**From:** Mackin, Melaney  
**Sent:** Wednesday, February 24, 2016 4:06 PM  
**To:** Borsa, Michael A  
**Subject:** FW: /2/24/16 meeting

Mike,

I suggest that you do not email your reply to her questions (no paper/email trail) – either call her to discuss or email to say these can be answered when she comes in for the next meeting with the committee.

Thanks,  
Melaney

*Melaney Mackin, Ed.D.*  
**Principal**  
**Silverbrook Elementary**  
**703-690-5100**

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**From:**  
**Sent:** Wednesday, February 24, 2016 2:50 PM  
**To:** Mackin, Melaney; Whalen, Kim; Wintemberg, Kristen; Hill, Mary J.2; Mueck, Shannon; Borsa, Michael A  
**Subject:** /2/24/16 meeting

Thank you to everyone for meeting this morning.

Based on the conversation today, I have Wednesday, March 2, at 10:30 AM, set aside to meet with

Silverbrook's team, to discuss establishing a 504 for \_\_\_\_\_, to serve as an interim approach between now and up to 65 days from now, when Michael's, Shannon's and Kim's screening work will be completed. Though we discussed a 504 today, Michael advocated for a 504 being established in another meeting. Though today's Local Screening Committee Report notes that "LSC will [not] move forward to consider initial Section 504 qualifications," it will indeed do so a week from today, on March 2<sup>nd</sup>. The Multipurpose Referral related to this meeting is attached.

I have Friday, March 4, at 9 AM, set aside to meet with Kim to go through her portion of the screening process.

Per Mary and Kristen, today (or by the end of this week), all of \_\_\_\_\_ primary teachers and his Spanish teacher will be made aware of the information presented in the neuropsychological evaluation, specifically dyslexia, processing and executive functioning. They'll be aware of accommodations to allow more time, to provide notes, to prompt and to repeat information when necessary. \*My husband and I request that these accommodations not be made obvious to other students, so \_\_\_\_\_ doesn't feel as if all eyeballs are on him. For time accommodations, we ask that if \_\_\_\_\_ isn't finished, allow him extra time, but don't set up the allowance of extra time in advance. Offer as needed – and if you see him rushing to finish.

In reviewing my notes from the meeting, I have a few remaining questions about comments made by Michael:

1) Executive Functioning: Michael mentioned that Executive Functioning is ADD/ADHD. When I questioned this, noting that both \_\_\_\_\_ pediatrician and neuropsychologist said that it isn't (although many people with ADD/ADHD have Executive Functioning issues, an Executive Functioning issue isn't an automatic indicator/qualifier of ADD/ADHD), Michael responded that that wasn't correct, and said something about the view he posited not being accepted by ....? Was it the medical profession? If not, to whom did Michael say it wasn't accepted? He noted "I'm a psychologist," at the same time, so I didn't understand why he and the neuropsychologist wouldn't have the same understanding of Executive Functioning. Because my husband and I are striving to educate ourselves and to understand as much as possible, we'd like to learn more about this, and having the answer to whom/what org or profession Michael was referring, would be helpful.

2) Neuropsychologist's ADD/ADHD eval: Michael asked about the neuropsychologist's assessment of ADD/ADHD and said the information she provided was "anecdotal." I've left a message for the neuropsychologist on this matter. I'm assuming you have copies of the teachers' Vanderbilt ratings. If you don't and/or would like copies of the Vanderbilts my husband and I filled out, too, please let me know.

3) DSM-V: Michael said that the neuropsychologist used DSM-V, which he said isn't used by the schools. On page 9 of the neuropsychologist's evaluation, under Diagnostic Impressions, there is a note that Executive Dysfunction and Processing Disorder are "not formally included in DSM-V" but there isn't anything indicating that she used DSM-V as Michael said. If I'm missing a statement of her use of DSM-V, please let me know. I plan to ask the neuropsychologist about this in our next meeting, too, just to make sure I understand whether she did or didn't use it, or was simply

providing the note she did for other professionals viewing the eval., who are familiar with and/or use DSM-V, in which case her notes would be helpful.

If there's anything I've left out, or you have any questions, please e-mail or call me at

Again, thanks to everyone for meeting to discuss how we can work together to help

Best,