

Written Prior Notice Sample Filled in-Eligibility

Description of the action being proposed or refused by the school district:

The team proposed that [student name] continues to qualify as a student with a disability under the category of a Speech Language Impairment.

Explanation of why the school district proposes or refuses to take this action:

Recently completed evaluations were reviewed for determination of eligibility and indicated that [student name] scores on the Speech Language assessments were far below that of his grade level peers in the areas of receptive language, while expressive language scores were slightly below average. [Student name] continues to struggle in the classroom with understanding directions and reading comprehension.

A description of each evaluation procedure, assessment, record, or report used as a basis in making this decision (the proposed or refused action):

Scaled scores on the Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4) subtests that assess receptive language skills ranged from 2 to 5, indicating that this is a significant area of weakness for [student name]. The expressive language subtests scaled scores ranged from 6 to 8. (The average range for scaled scores is 8 to 12). Academic testing (Woodcock-Johnson III, Tests of Achievement) indicated significant weaknesses in Understanding Directions, Story Recall, Reading Comprehension, and Applied Problems. Standard scores in these areas ranged from 63 to 79. (The average range for standards scores is 90 to 110). Cognitive testing (Wechsler Intelligences Scales for Children-IV) indicated low average scores in Verbal Comprehension with a standard score of 85, and low scores in Working Memory with a standard score of 76. (The average standard score range is 90-110). In the classroom, [student name] needs consistent support with understanding directions, comprehension of reading (including math word problems), and utilizes a checklist to help him remember tasks that need to be completed, as he tends to forget if he doesn't have the visual reminder.

A description of other options the IEP Team considered and why those options were rejected:

The team considered adding a secondary identification of Specific Learning Disability in reading comprehension, due to his lower scores on reading comprehensions subtests on the academic assessments and low scores in working memory on the intellectual assessments. However, it was decided that the identification of a Speech Language Impairment would be the most appropriate identification as all his other scores were in the average to above average range, and the areas of weakness appear to have their origins in the context of language.

A description of other factors which are relevant to the school district's proposal or refusal:

There were no other factors considered at this time.

As the parent of a child with a disability, you have protections under the Procedural Safeguards of the Federal special education law, the Individuals with Disabilities Education Act (IDEA). You have been

given a copy of the Procedural Safeguards Handbook at least annually, and may obtain an additional copy at any time by requesting one from the school district's Special Education Office.

Sources (at least two names and contact information) for parents to contact to obtain assistance in understanding the contents of the WPN are listed below:

[insert name, agency, position, or department, and contact information], [insert address, phone number and email]

[insert name, agency, position, or department, and contact information], [insert address, phone number and email]

Method and date of delivery: _____ {Regular mail, [date]; Certified mail, [date]; Email, [date]; Sent home with student in home/school communication folder [date]}

SAMPLE