

Written Prior Notice Sample Filled in—IEP/Placement

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

1. The team proposes to create an updated IEP for [insert student name] for the 2015 -16 school year. On the services page, the school team would like to propose that the amount of time for specialized instruction in math increases from 30 minutes per day to 45 minutes per day, and during reading class, instead of having a 1:1 assistant with him in the classroom, the school team proposes a 2:1 assistant where there are two students being helped by the assistant.
2. The district proposes placement in the resource room program for 45 minutes per day so [student] can receive his specialized instruction in math.

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

1. Increasing the amount of time for specialized instruction in math is necessary to continue to help [student] solidify his basic math skills. As the mathematical processes become more complex and lengthy, [student] needs the additional time to process the information and work through the problems successfully. [Student] has shown progress in reading class, and has gained skills necessary to become more independent, thus, having a 2 student to 1 assistant ratio in the reading classroom would continue to provide support, but also offer [student] more of an opportunity to be independent.
2. Placement in the resource room program for his specialized math instruction is necessary so [student] can work on his math goals to meet his individual needs outside of the classroom where he does not need to worry about hiding his math work from his peers.

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

1. Curriculum based measures administered bi-weekly throughout this school year, have consistently shown that [student] has been making gains on his math goals in his IEP, but has struggled to complete lengthy/more complex tasks during the half hour time frame given. Additionally, classroom performance, report card grades, as well as curriculum based reading measures administered bi-weekly have shown improvement in [student] reading skills, as he increased his baseline score from [insert original baseline score] to [insert new score] during this school year.
2. Recently completed math assessment [insert test name and date] indicated that [student] has made gains in basic math skills, but struggles and needs more time to process and understand lengthier, more complex processes. [Insert subtest names, brief description of subtest, and scores to illustrate]. Although improvement is noted, [student] math scores are two years below grade level.

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

1. There were no other options for [student] IEP considered at this time.
2. The team considered keeping [student] in the regular classroom for math with his specialized instruction from the special education teacher; however, [student] has become much more aware of his level of math skills as compared to his peers, and the resource room program would provide him the instruction he needs in a manner that he doesn't have to feel self-conscious about the work he is doing around his peers.

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

1. [Student] has shown signs of frustration in math when he doesn’t have enough time to finish a longer problem, so the extra time for math would be beneficial for him. He has also self-advocated for himself in reading class in stating that he does not want to have someone with him the whole time; that he would like to try some things on his own.
2. There were no other factors regarding placement 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]}