

Written Prior Notice Sample filled in—IEP

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

The team proposes to develop [create] a new IEP for [insert student name] for the 2015-16 school year to include updates to the present levels, and goals and objectives. The proposed services will essentially remain the same as this year, with the exception of the individualized reading being updated to a small group, and the addition of a half hour of speech. Added accommodations are also proposed to address his delay in auditory processing.

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

[Student's name] IEP needs to be updated to reflect his progress in reading, as he has mastered the basic skills in [insert name of materials/reading program and level being used or measurement]. [Student's name] has expressed a desire to join a reading group, as he is more confident in his reading now. Speech services and accommodations are proposed to address [student name] auditory processing delay.

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

The team reviewed progress reports from this year as well as the recently completed speech language assessment [insert name of test] in which scores in auditory processing were well below what would be expected for his age [insert score].

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

There were no other options considered at this time.

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

[Student's name] classroom performance has been inconsistent this past quarter which the team felt was due to a combination of his auditory processing weaknesses and the increased curriculum demands. [Student's mother's name] expressed a concern with [student's name] inability to follow directions and that perhaps [student name] has ADHD and wants to follow up with her physician.

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 special education process and their rights (Procedural Safeguards) 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]; OR Certified mail, [date]; OR Email, [date]; OR Sent home with student in home/school communication folder [date]